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ABSTRACT

Results of information derived from 120 household interviews in Model Cities Neighborhood of Savannah, Georgia in November and December, 1971 are presented. The primary purpose of the project was to provide data to the Neighborhood Continuing Education Program in Savannah as concerns "felt" needs and attitudes of residents it endeavors to serve. Data derived is intended to provide direction to and evaluation of projected educational and training programs. An attempt was made to investigate social, economic, political, and educational variables relative to levels of aspiration and achievement, obstacles to achievement, level of satisfaction, and consequences of achievement level. Family composition and characteristics, resident views on neighborhood needs, and resident evaluation of neighborhood and community were investigated. Text and appendices provide analysis and implications of survey data. (Author/NF)

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Final Report

Project No. 1-D-046
Grant No. OEG-4-71-0073

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EDUCATIONAL AND OTHER NEEDS OF DISADVANTAGED ADULTS IN A MODEL CITIES NEIGHBORHOOD OF SAVANNAH, GEORGIA

September 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
National Center for Educational Research and Development
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ABSTRACT

The following project is the result of information derived from 120 household interviews in a Model Cities Neighborhood of Savannah, Georgia in November and December of 1971. The primary purpose of the project was to provide data to the Neighborhood Continuing Education Program in Savannah as concern the "felt" needs and attitudes of the residents it endeavors to serve. The data derived is intended to provide direction to and evaluation of projected educational and training programs. An attempt was made to investigate social, economic, political, and educational variables relative to levels of aspiration and achievement, obstacles to achievement, level of satisfaction, and consequences of the achievement level. Furthermore, family composition and characteristics, resident views on neighborhood needs, and resident evaluation of neighborhood and community were investigated. The text and appendices to follow provide analysis and implications of the survey data.

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

PREFACE AND ACKNOWLEDGEMENTS

In 1970, a consortium of institutions of higher learning in the State of Georgia was planned to deal concretely, but innovately with educational and training needs of the disadvantaged in Savannah, Georgia, especially those related to the Model Neighborhood area in that city. Out of such plans this study was formed. Thus members of the consortium, Armstrong College, Georgia Southern University, Savannah State College and the University of Georgia, must be acknowledged here for their efforts and contributions as well as those of the officers and staff of the Model Neighborhood Project.

A center in the neighborhood area has been established through which discourse between educators and the target group is facilitated. To the Center's staff and particularly, its director, Mr. Clifford Hardwick, III, appreciation is extended for significant contributions to this study.

Students at Savannah State College and Armstrong State College became the ears and legs of this research; without their vitality this study would remain incomplete. Particular thanks, therefore, go to them and their respective faculty supervisors, Mr. Otis Johnson and Dr. Keith Douglas.

Finally, H.E.W. must be thanked for providing grant monies for the study, and to the staff of the Institute of Community and Area Development who administered the grant. And not at all the least, special acknowledgement must be given to Mr. Robert Bisplinhoff for his statistical advice to the project; to Mrs. Delia R. McClung for the graphical presentations in the report; and to Mrs. Elizabeth Landrum for her tireless contribution in typing the manuscript.

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EDUCATIONAL AND OTHER NEEDS OF DISADVANTAGED ADULTS IN A MODEL CITIES NEIGHBORHOOD OF SAVANNAH, GEORGIA

INTRODUCTION

Twenty to fifty million American adults are turning to schools, colleges, libraries, and other organizations for assistance in satisfying their educational needs. Although research reveals that older adults can and are willing to learn, adults in their late twenties or early thirties are the largest participants. Additionally, the tendency is not for men and women who have the least amount of formal education to engage in continuing adult education; rather, the reverse is true. This may suggest that adult education may be too formally organized to be visible and meaningful to adults in disadvantaged groups.

Our conventional adult education approach has tended to emphasize middle-class values and verbal skills and consequently exclude those who cannot conform to standards set within the framework of these traditional programs. As a result, adult education appears to be prepared for and attract those who perhaps need it the least. If so, programs are needed which are compatible with the life styles of the lower socio-economic classes and presented to them in terms of their criteria of relevance. This does not mean reinforcement of all facets of existing life patterns but to build upon them.

Concomitant with the need for more adult educational programs for the disadvantaged is a need for more information which can be applied to the development of more appropriate and effective programs. This need can be met best by research and longitudinal testing of such programs. Among the gaps in adult educational research appears to be the lack of knowledge about how to reach the less educated. Educators sorely need experiments as to how to arouse interests, create motivation, and then hold the participation of disadvantaged adults in appropriate adult educational programs. However, prerequisite to offering effective educational programs is a determination of "felt" needs. Programs of "free-choice participation" are successful only to the extent that they focus upon and meet recognized personal, family, groups, and community needs. Therefore, of primary concern to this study is need identification, upon which educational programs can be predicated.*

The University of Georgia, Savannah State College, Armstrong College, and Georgia Southern College formed a consortium and have organized and established "A Neighborhood Continuing Education Program" (N.C.E.P.) in a forty square-block district, a predominantly black neighborhood, in the Model City area of Savannah, Georgia. The purpose of this program is two fold: (1) to establish a pilot project whereby educational experiences can be designed and offered to the people in a selected geographical area, and (2) to serve as a seedbed for educational research which can provide clues to certain basic questions about the education and training of deprived adults in an urban setting. It is anticipated that research findings as a result of this program can be supplied to other urban areas on a much larger scale.

Objectives

Several programs and educational goals were proposed to serve as a guide in the development and implementation of the Neighborhood Continuing Education Program of Savannah. This research project is an effort to assist in meeting those general objectives.

Specially, two objectives were proposed to aid the overall Program; these are:

1. To provide data which will give direction to the Neighborhood Program in terms of
   (a) educational and occupational achievements, and
   (b) educational and occupational aspirations (needs).
2. To prepare a "data bank" of this information which can be used primarily for the development of educational programs and their administration, and for future resource purposes to aid in longitudinal evaluation of efforts directed toward these stated objectives.

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*Excerpts of this introduction taken from Hampton (1971), "Neighborhood Continuing Education Program," Paper accepted for publication by the Journal of Continuing Education.

Frame of Reference

Social behavior may be seen at the individual level as an adjustive process whereby individuals with varying capabilities and levels of satisfaction and aspirations adjust to specific social situations. These adjustments are made to expectations of social groups with which the individual interacts. As these expectations about level of achievement are internalized, as aspirations are created, the individual does develop mechanisms of adjustment to reach these goals or to rationalize their lack of achievement. Accordingly, this adjustment is not only personal but it is also related to the individual's development of and relationships with social groups and organizations to which he belongs, be they social, economic, or political in nature.

From this presumption, six types of social, economic, and political behavior and adjustments are viewed in this research. They are: (1) income, (2) levels of living, (3) social participation, (4) political participation, (5) occupation, and (6) education. For each of these types of behavior, the specific concern of this research focuses on the determination of the individual's:

(1) achievement levels in the six forms of behavioral adjustment and a study of the factors associated with varying degrees of achievement;

(2) aspirational levels in certain types of behavioral adjustment and an examination of the similarities and differences between respondents' achievements and their aspirations;

(3) obstacles, both personal and cultural, to achievement of aspirations, where achievements are short of aspirations;

(4) degrees of satisfaction expressed by respondents to their achievements in certain forms of behavioral adjustments; and

(5) some general consequences of the total adjustment processes as measured by "readiness to leave the community" and "felt alienation."

In addition to the above specific concerns, as measured on an individual basis, the following dimensions which focus on the family, neighborhood, and community will be included:

(1) the determination of family composition and characteristics;

(2) the determination of respondents' views on neighborhood and community needs;

(3) the determination of respondents' evaluation of the neighborhood and community.

NATURE OF THE STUDY

The problem of education and job training for the disadvantaged has been the concern of adult educators for years. However, only recently has there been expressed a public interest in either the political or the social domains. The emphasis had been on providing educational opportunities for the mentally retarded, physically handicapped, illiterate, adult offender, and the unskilled white. Yet only limited success of opportunities for minority groups, migrant workers, and the hard core unemployed had been attained.

In 1964, however, the Executive Office of the President released the following statement:

> While every person who takes part in any such learning activity does so for his own unique reasons, guiding all the impulses toward leaning of millions of people, however, is one central idea: Education is the best way to develop the countless potentialities for growth which everyone possesses. This idea is not new, but most people in the past had no chance to take advantage of it. They were poor; they were overworked; they lived in remote places, their inadequate diet made them listless, and (most important) they had not had enough schooling in childhood to give them basic learning skills. Most of the numbers of adults are being freed of them and are using their new freedom to advance both themselves and their society. (Houle, 1964)

Yet, the concentration of the educationally disadvantaged is disproportionately large among the hard core unemployed and minority group members (U.S. Book of Facts, 1971, p. 866). Moreover, of the estimated 3.8 billion dollars expended through the Office of Economic Opportunity for various Community Action Programs, Job Corps, Vista, Youth Corps and Rural Loans, only $124 million was devoted to adult basic education.

Nonetheless, slow progress has been made and increasing research findings are available from which certain generalizations can be drawn. The problems of minority groups, for example, have been researched in numerous sociological studies. Review of this research literature has been presented by Bearwood (1968), Bell (1967), Clark (1965), Harrington (1962), Hayek (1944), Herbers (1969), and Lyford (1964) to mention a few. Results of these studies have sparked increased public concern and political influence encouraging governmental action toward the alleviation of "disadvantages" of minority groups.

Purpose of the Study

The immediate purpose of this study is to provide data to the N.C.E.P. of Savannah, Georgia, relative to the "felt" needs and attitudes of the residents it endeavors to serve. By incorporating this information into programming, the N.C.E.P. will be able to provide necessary personnel, resources, and facilities to meet expressed needs. By having at its disposal the statistical profiles of the residents, the agency can focus on both individual and family needs as well as neighborhood and community characteristics in an attempt to design possible solutions to problems as stated.

Several parts of the instrument used in this study deal specifically with attitudes toward education and job training as well as measures of attitudes which are hypothesized as likely to aid in socio-economic achievements of the residents. (See Appendix II) Of special interest are those questions dealing with desire for and type of training as they provide a basis for setting educational priorities for eliminating discrepancies between aspiration and achievement levels.

In an attempt to meet needs of a lasting, and long range nature, sections in the questionnaire on Family and Life Adjustment Training, Self-enjoyment Programs, and Community Development Programs are also included. With inputs from these sections attempts to provide a "total" experience for residents are emphasized.

Inherent to this study is the notion of resident participation in the development of training programs. Recent research (Lewis, 1969) indicates that there is a relatively high level of interest in education and job training among adults residing in low socio-economic communities. The fact appears to be that far more adults are interested in adult education and job training than have actively participated in such programs. By offering training based on expressed desire, participation in training may increase.

Through the determination of profiles of resident groups and their expressed needs, it is intended that programs can be structured to motivate active participation not only on the individual level but on family and community levels as well. The implications here are that, with increased participation in programs specifically designed for residents, such an involvement in community affairs will tend to eliminate apathy or negative attitudes as may be disruptive to the society.

By providing profiles of the residents, future (longitudinal) studies can be made to periodically note the nature of any changes. The N.C.E.P. office in the neighborhood will serve as the general research center for adult continuing education and will help to apply and test innovative training techniques.

Summarizing the purposes of this study and its future usefulness, it is intended to:

(1) provide agencies with information that will be useful in recruitment efforts in adult education;

(2) assist educational agencies in evaluating educational programs more adequately and in planning for such programs as inclusive of all potential residents;

(3) offer information to appropriate agencies for increased efficiency in teaching methods, organizational procedures, and use of available resources; and

(4) provide foundation information (data points) to make necessary adjustments for meeting the growing and changing needs of the disadvantaged.

Survey Design and Sample Selection

It is an uncommon situation when a research team possesses the intuitive ability to predict outcomes and make recommendations concerning a phenomenon under study without proceeding through the processes of research design, collection and analysis of data, and subsequent interpretation of the experimental results. Such a process provides the direction needed for the successful reduction of the uncertainty surrounding the phenomenon thus leading to increased understanding of hypothesized relationships among the phenomenon and other factors of significant concern. As social science research is concerned with the description, prediction, and/or control of social phenomena, it is requisite that such research possesses designs insuring that relevant data are collected and that they are interpreted in such a manner as to be of maximum assistance in providing direction to recommended action. It therefore becomes apparent that research design must lend to the following.

(1) The determination of the number of observations that must be made.

(2) The organization of mass data into a concise and understandable summary which will support problem solution.

(3) The extracting of the maximum amount of useful information from the available data.

(4) The identification of significant relationships among variables included in the study.

(5) Provisions for a more complete and meaningful interpretation of experimental results.

(6) Provisions for recommendation relevant to the experimental results.

It is upon the above provisions that the analysis section of this report is composed.

The data source for exploratory research must be of primary concern to the research team because it is from observation of this source that recommendations will derive. Therefore, the sampling process must proceed in a manner that insures satisfactory selection of observations while simultaneously reducing potential bias to a minimum level. Although it may seem appropriate to seek complete enumeration of the population under consideration, it is often too costly, too time-consuming, or impossible because of the size of the population. Sampling inspection, therefore, is the only available technique.

The Neighborhood Continuing Education Program of Savannah was instrumental in identifying a 45 block urban area of Savannah, Georgia, for use as the data source for the Savannah Project. Inhabitants of the sample area were identified as being somewhat homogeneous with respect to income, education, and level of living and were of primary concern of the Continuing Education Program as potential participants in proposed neighborhood educational services.

Subsequent investigation of the geographic locale indicated a pressing need for the development of a sampling technique that would insure an unbiased selection of the research sample. It was therefore decided to consult the R. W. L. Polk City Directory of Savannah to assist in the identification of residential addresses that could serve as potential respondent sources. It must be emphasized that the Polk Directory is not compiled on the bases of telephone numbers but on the bases of street numbers and it therefore provides a useful source of residential addresses for the sample. Investigation of the directory revealed the existence of 1091 residential addresses from which an initial 312 addresses were randomly selected. The selection process proceeded by (1) assigning a unique four digit number to each of the 1091 addresses, (2) consulting a four digit random numbers table, (3) entering the table by a random process, and (4) beginning with the initial random number, selecting by a successive selection from the random numbers table 312 residential numbers necessary for the initial sample. Of the 312 units selected, the first 200 were primary targets for observation while the remaining 112 were substitute units to be used in the case of interview refusals, vacancies, unreliables, etc.

Following selection of the initial 312 units, interviewer records were composed for the assignment of units to 40 students from Armstrong State College and Savannah State College who had agreed to participate in the interviewing function. Upon completion of a four hour group training session, the student interviewers were released under the control of a coordinator from each of the two local participating institutions, and were given 16 days in which to complete the assigned task.

Follow-up on student success at the end of seven days revealed an uncommonly large number of refusals and vacancies and it therefore became necessary to select an additional 150 units to be added to the total number of units sampled. Upon termination of the 16 day interview period, the student workers had succeeded in completing only 94 useable interviews. It was therefore determined to select an additional 150 units to be assigned to the most productive interviewers in an attempt to achieve a total number of interviews approximating 200. Upon final talley, only 120 useable interviews were granted from the 612 units approached for a percentage response of 19.6%.

RELATED RESEARCH

The view in this N.C.E.P. study is that social behavior emerges from an interplay of three broad groups of factors operating within a general cultural context. These groups of factors have been listed (Nix, 1955, p. 8) as: (1) socio-cultural factors, that is, ideal or sanctioned expectations, or norms; (2) situational factors or physical cultural phenomenon which exist outside the actor and over which he has no control in the short run; (3) and personality factors, that is, psychological and biological variables which relate to him.

According to Nix, the interplay of these factors leads to a number of specific behavioral patterns, as: Role integration; role stress; anomie; readiness to change occupation and/or community residence; level of role statifactions; degree of role fulfillment; and others. This is to say the structure of the independent variables--socio-cultural, personality and situational--is constantly interacting with a dependent variable yielding a type of behavior adjustment. Supporting this proposition, Nix found in a study of rural farm and nonfarm households in Alabama (Nix, 1962), that social behavior was an adjustive process, indicating that individuals with specific desires, capabilities, and attitudes, adjust in (1) specific situations, (2) to their own desires and capabilities, and (3) to the expectations of the social groups to which they belong.

Bates (1968) developed an extension to this explanatory model. He asserts that the process of interaction (the sequence of action-reaction among actors in situations), itself, should be included as an independent variable. Thus the model would show that human behavior is the result of culture, personality, situation, and interaction, the contention being that all of these feed into behavior (the complex system of interrelated acts performed by multiple actors in various situations).

Following such logic, this study takes into account the discrepancies between aspirations and achievement levels as both situational and cultural variables. The difference between the aspirations and achievement and the lack of adequate adjustment to these differences often leads to what has been called an "anomic state". Given such a psychological construct, research has indicated

(Dean, 1961) the very close relationship between anomie and two other variables: powerlessness and social isolation. When taken together, the composite provides a general alienation score. Where anomie indicates normlessness or the absence of value of given purposes, powerlessness indicates the feeling of helplessness in affairs that concerns the destiny of an individual, and social isolation indicates a feeling of separation from a group or isolation from group standards.

Relevant Concepts

One of the key concepts in this study is needs. For, it is from expressed needs of residents, that the Neighborhood Continuing Education Program can structure an effective program. The design of this study provides for selected heads and other members of households sixteen years old and older, not currently enrolled in school to express their needs on an individual basis. These needs, as responses to a questionnaire, serve a twofold purpose: (1) offering inputs for educational programming, and (2) providing indicators of aspirations of the population.

Needs can be further classified and developed as felt (or consciously recognized) and unfelt needs, but which can be activated. Leagans (1964, pp. 95-96) has suggested that a need becomes a motivator of behavior only if it is "felt". This classification of felt-unfelt needs parallels Traver's (1963, pp. 159-160) "level of need arousal" in that, when a need is aroused, it shows increased power as a motivating force. Once needs are stated, they may serve as motivators for participation in various programs; for example, those designed by N.C.E.P. Moreover, reliability of such information demands these needs be recorded as expressed, and not projected by the observer. Accordingly, Miller (1967, p. 3) assumes that since, in most situations, adults participating in programs on a voluntary basis are demonstrating some personal need although these needs are stimulated or inhibited in part by social structures and forces of human society. Thus, the level of participation in programs can be determined, to a degree, by the strength of social forces and personal needs.

Related to the literature discussed above, which tended to focus on individual needs (defined variously as wants or aspirations) is that treating the composition of the household unit itself and the community as represented by residential samples. Research along these lines is generally descriptive and lends some insight for formulations on educational participation.

London et al. (1963, p. 43) determined that younger men are more interested in job training and are more likely to participate in programs emphasizing these objectives. Johnston and Rivera (1965, p. 90) discovered that, among both sexes, incidence of study drops off with increasing age but that the rate of decrease is much more precipitous among men than among women. These researchers also found that the influence of aging on disposition toward learning is much stronger in the lower socio-economic groups.

Davis (1965, p. 103) found that both men and women of lower socio-economic status considered lack of education their major educational difficulty, or they recognized education and job training as a need. Hyman (1953, p. 431) found that women in all age and social class groupings often emphasize the general value of high attainment in school. The Johnston studies also found that men under 35 participated in education and job training more often than do women in this age group; in the 35-54 age group the difference in sex is erased completely; and among persons 55 and over the participation is reversed slightly. However, they attribute the difference to parenthood more than sex, with the explanation that women are more tied down with young children than are men.

Of particular interest to this study is the work of Marsh and Brown (1962) on 12 small Black communities in five North Carolina counties. Their results were: (1) 80 per cent of those interviewed were interested in night classes in the local community; (2) interest was substantially higher among those under 30 years of age; (3) there was no consistent relationship between educational level and interest in training; and (4) interest in training was high if the training was free and if it was perceived to be a means to a better job. Marsh and Brown concluded that among low-income Blacks there is a strong desire for improvement and a willingness to make very real efforts to improve their situation, although economic costs and benefits of training were significant concerns to the respondents. It was pointed out however, that the difference between interest and actual behavior could be quite large.

On the matter of class differences in participation in educational and training programs, Landis et al. (1966) conducted a behavioral study in California. Reporting on 45 middle class, 31 lower class, 36 Negro, and 40 white families their conclusions were that the hypothesis of social-class affiliation was more determining of cultural behavior than ethnic affiliation. Therefore one would expect to find low status Blacks as likely as low status whites to participate in education and job training programs.

The dimension of families and/or marital status is also under investigation. The Ford Study (1965) points out that values which have developed in support of the family often operate as effective deterrents to organization and functioning of alternative social associations. The essence of "familism," as a value, is that the obligations of the individual to his family group hold priority over obligations to other individuals and groups. Thus marital status and position in the household should play an important role in participation orientations of adults in education and job training.

All of these variables, biographical data (e.g., age) and personality (e.g., attitudes), situational (e.g., familial role) and cultural (e.g., ethnic affiliation) factors and their inter-relationships helped shape the guiding hypotheses of this study. Findings culled from the literature review and the derived hypotheses as presented here find their operational expression in the instrumentation of this investigation.

DIRECTIONAL HYPOTHESES

Based on the foregoing conceptualizations, the following research hypotheses were formulated to provide direction in the development of this study. These hypotheses center around three areas of concern: (1) general descriptions of residents and their aspirations; (2) the discrepancies between expressed aspirations and actual achievement levels (needs); and (3) needs, expressed and measured, as they relate to attitudes and desires for training and education.

General Descriptions

1. Young adults have a greater orientation toward education and job training than do middle-age and older adults.
2. As level of education increases positive attitudes towards education and job training rise.
3. Single adults have a greater positive attitude toward participation in education and job training programs than do married adults.
4. There are no marked differences in groups with low socio-economic status scores and their willingness to participate in education and training programs.
5. Positive attitudes toward participating in education and job-training programs are greater among those employed than among those unemployed.

Aspirations and Achievement Levels

1. Those residents with high achievement scores will tend also to have high aspirations levels (conversely, for low achievement scores).
2. Those residents who score high on alienation tests (see operational meaning below) will score low on aspiration (and vice-versa).

3. Desire for education and job training is directly related to achievement and aspiration, but inversely to alienation rankings.

INSTRUMENTATION AND DATA SOURCE

To ascertain the desired information for program inputs and to compile a profile on the residents of the neighborhood to be serviced by the N.C.E.P., an interview schedule was drafted. This schedule focused on household units with an emphasis on responses from the head of the household. The population did include, however, every other member in that household who was sisteen years or older and not currently enrolled in school. The representatives in the sample included males and females, married and single; members and non-members of the labor force; people of different educational levels, racial backgrounds and ages.

The interview schedule solicited essentially five types of data: (1) social characteristics of heads of families and family composition; (2) neighborhood needs as personally evaluated and motivation to leave; (3) achievement and aspirations relating to income, political and social participation, levels of living, education, and occupation; (4) alienation (normlessness, powerlessness, and social isolation); (5) obstacles to political participation, employment and further training.

The specific foci of the interviews were on aspirations for further training in literacy, vocations, family and life adjustment, self-enjoyment, and community or neighborhood improvement.

A sample number was assigned to each household prior to the interview. The interviewer was instructed to administer the questionnaire to the head of the house, alone, and then to other members of the household who met the requirements stated above. Members of the household included anyone living there at the time of the interview. The head of the household was taken to be that person designated by member(s) of that household as head. Each interviewer was assigned five unique household numbers and three alternates. They were instructed to "call" a maximum of four times on each assignment before moving to an alternate.

The interviewers were students from cooperating institutions in the consortium: Armstrong College of Savannah and Savannah State College. Each school provided twenty students and a faculty advisor. Most of the students were upper division students with majors or interests in the social sciences. The students were equally divided, e.g., twenty black students and twenty white students.

The students underwent a four-hour training session for each of two groups on the study. Representatives from the University of Georgia's Center for Continuing Education Program aided in describing the relevance of the study to participating agencies and to the community as a whole during the training sessions. Special instructions were provided on interviewing techniques and the instrument itself. The instrument was pre-tested in the Athens Model Cities Area in October, 1971, and necessary refinements were made. An average length of time for the interviews was approximately 35 minutes.

The problems common to such a study were encountered, with typical limitations of the data (see, for example, Appendix II). Nonetheless, a large information base was made available for analysis and longitudinal comparisons. The results of the interviews were utilized in this report.

RESULTS

The principal findings of the investigation are presented in three sections: The first section is devoted to a description of a general class of respondents, i.e., heads of households; the second, again primarily with heads of households but as related to desires for training; and the third section concerns itself with "other" members of the household and their responses to questions related to expressed desires for training and education. Each section will be interpreted in part according to the directional hypotheses presented earlier.

Description of Respondents
(Heads of Household)

General descriptions of the heads of households fall under eight categories: (1) age (2) education (3) income (4) occupation (5) social participation (6) political participation (7) level of living and (8) alienation. Scores for items in the first four categories are derived from objective responses and lend themselves to traditional analyses. Indices for the remaining four categories (social and political participation, level of living and alienation) were derived by assigning weights to scores as items on the questionnaire were coded. An explanation of this procedure will be given in the appropriate section.

Age

Table 1 provides a general description of age distribution for heads of households. Approximately three-fourths of the head-of-household respondents are 35 years of age and older, while 20 percent are from 16 to 34 years old. As classified into ten-year periods, the ages of 55 to 64 carried the highest percentage of respondents with 23.2 percent. The mean age of the respondents is 52.

Table 1. Distribution of Heads-of-Household Respondents by Age

Age	Number	Percent
16-24	8	6.7
25-34	16	13.3
35-44	14	11.7
45-54	23	19.2
55-64	28	23.3
65-74	15	12.5
75 and over	10	8.3
No response	6	5.0
TOTAL	120	100.0

Sex

Table 1a. reveals the distribution of responses by sex. Almost 61 percent of the sample heads-of-household is female. It might be pointed out here, however, that upon requesting an interview, all interviewers were urged to speak with the head of the household and the head of the household was that person so designated by that particular unit, whether through self-selection or not. (See Trainer's Manual, p. 3). This distribution is of particular interest when plans for programming and delivery of service to expressed needs are developed. The variety of specific training programs may be larger than normally anticipated, for example, including both job-related and child-rearing practices.

Table 1a. Distribution of Heads of Household Respondents by Sex

Sex	Number	Percent
Male	47	39.2
Female	73	60.8
TOTAL	120	100.0

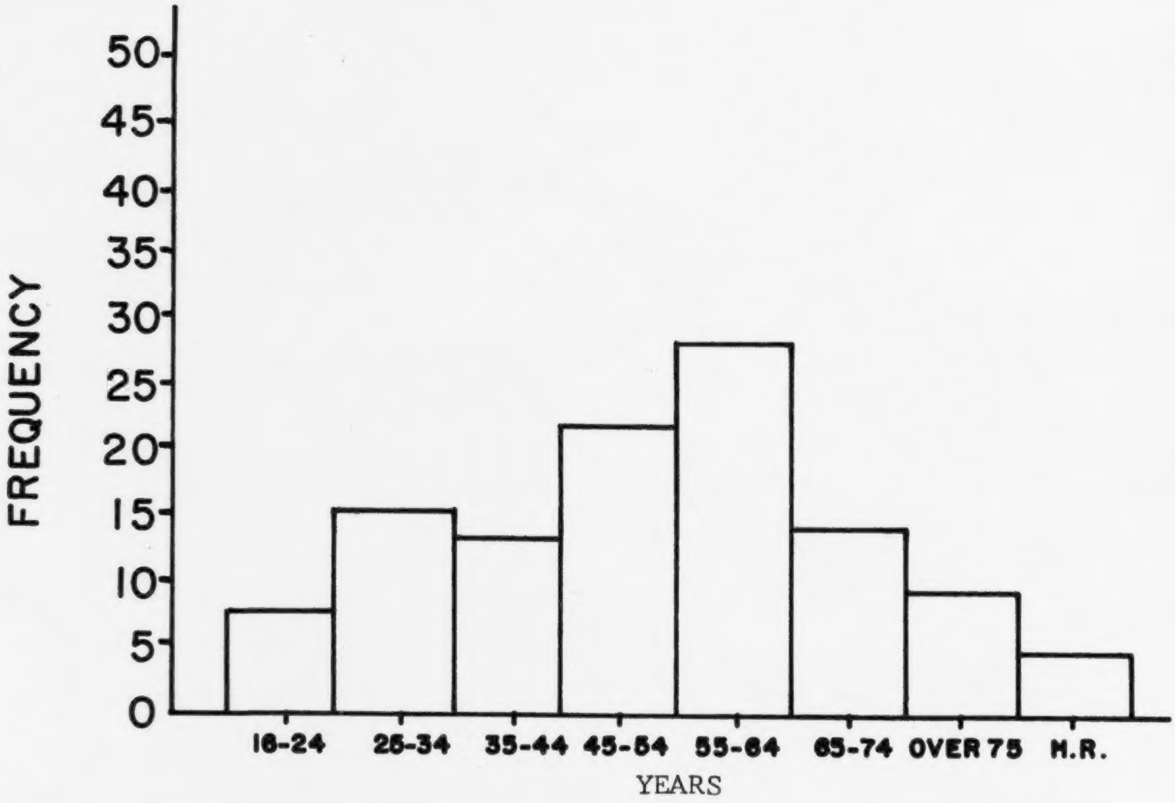

Figure 1. Age Distribution of Heads of Households.

Level of Education

The data in Table 2 show the distribution of years of formal education for head-of-household respondents. Over one-half of the respondents in the sample have less than a ninth-grade level of formal education. Not disclosed in this, however, is the fact that 19 percent of the sample has less than a third-grade level of education. This creates anticipations of a high expressed need for some form of basic education (further indications of this are mentioned in a later section). A closer look at the data on level-of-education indicates a concentration of responses around grade levels of 2, 8, 10, 11, and 12 years.

The average educational level was found to be about 10.2 years with a standard deviation of 3.46 years. Because of the concentration of respondents at the lower levels, the median of 8 years of formal education may be more indicative of a representation of level of education for these respondents.

Table 2. Distribution of Heads of Household Respondents by Level of Education

Level of Education	Number	Percent
0-4	28	23.4
5-8	38	31.6
9-11	24	20.0
High School Graduate	17	14.1
College	10	8.4
No Response	3	2.5
TOTAL	120	100.0

Income

As expected, an unusually large percentage of heads of household did not respond to the query concerning total household income; 22.5 percent of the respondents refused to answer when asked the approximate income for that household. Interviewers were briefed on how to record various responses regarding income. (Trainer's Manual, pp. 8-9). In President Johnson's "War on Poverty" policy, it was suggested that the poverty line for family income was $3,000. Some 42% of the heads of household in the sample fell into this poverty category, as revealed in Table 3.

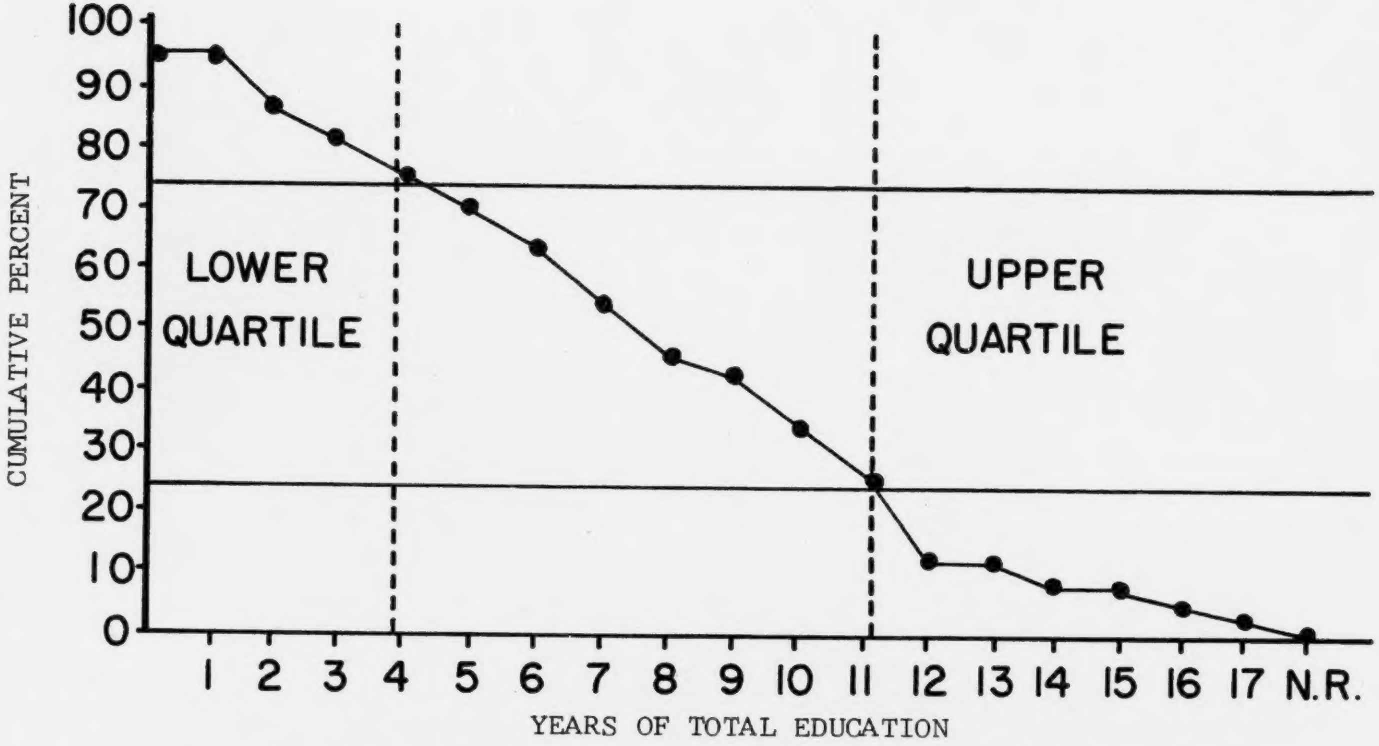

Figure 2. Distribution of Responses Greater Than The Mean Responses for Education of Heads of Households by Quartile Rankings.

It should be pointed out also that the majority of the respondent heads-of-households were female. Further, the age distribution in Table 1 showed approximately 21% of the respondents were 65 and older, indicating perhaps a great deal of the income comes from social security, old age benefits, etc. In contrast, examination of occupation and employment status may reveal that a high number of respondents are in fact employed in low-paying jobs or are unemployed.

Table 3. Distribution of Heads of Household Responses to Family Income

Income	Number	Percent
Under $1,000	12	10
$1,000-$2,999	39	32.5
$3,000-$4,999	21	17.5
$5,000-$6,999	14	11.7
$7,000-$9,999	6	5.0
$10,000 and above	1	.8
No Response	27	22.5
TOTAL	120	100.0

Occupation

Table 4 reveals that 48 or 40% of the respondent head-of-household is unemployed, while 2 or 1.7 percent is listed as unemployable. Again, the majority of this unemployed group is over 65 and some described themselves as disabled.

The respondents show concentration of employment in service, semi-skilled, and laborer categories, with percentages of responses 20.8, 10.8, and 9.2 respectively. Table 4 gives this occupational breakdown, which also shows a wide variety of occupational habits, i.e., employed respondents, 83, are found in each category of the occupations listed.

Tables 1 through 4 concentrate on objective responses of a demographic nature. Interesting is the fact that, although the population was hypothesized to be fairly homogenous at the outset, closer analyses of the demographic

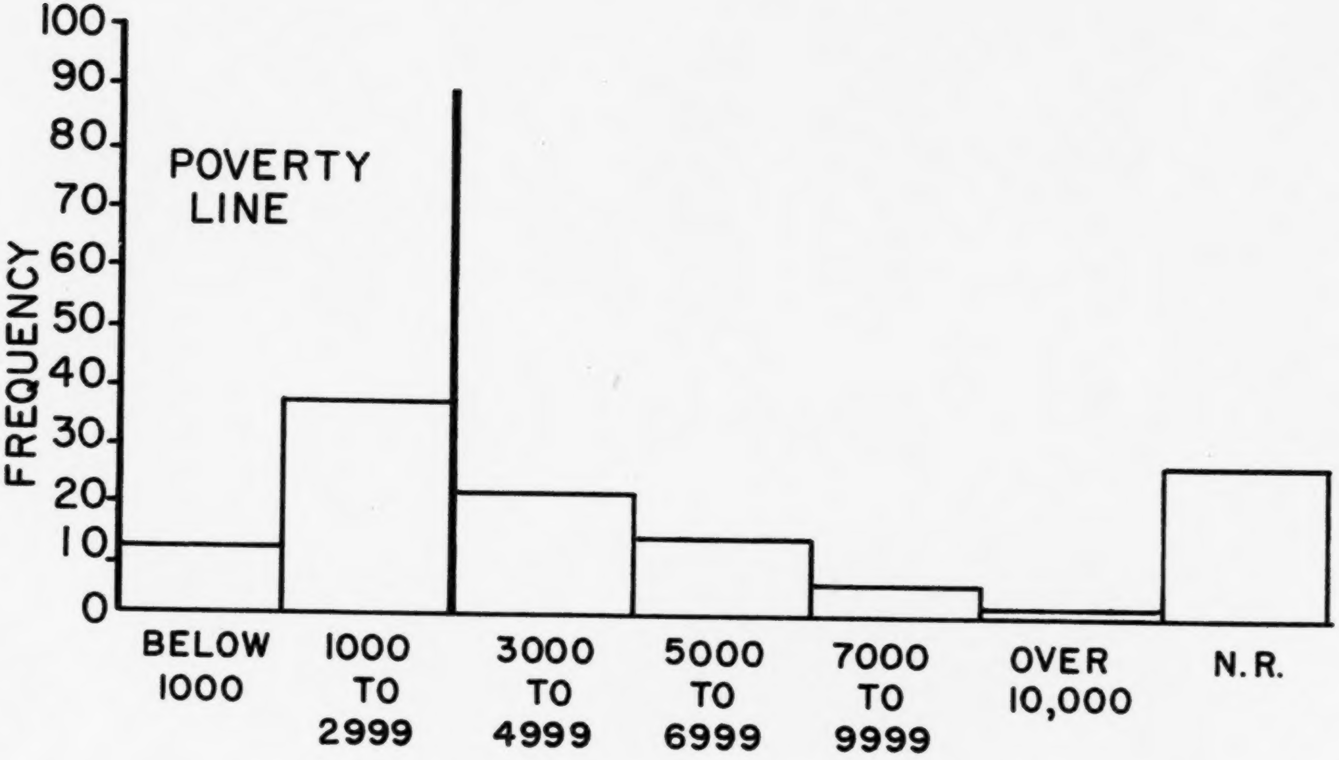

Figure 3. Income Distribution of Heads of Households.

data show that all levels of age, income, education and occupation are represented here.

Table 4. Distribution of Heads of Household by Occupation

Category	Number	Percent
Unemployed	48	40
Professional	3	2.5
Technical	1	2.8
Clerical	1	.8
Sales	4	3.3
Craftsmen	4	10.8
Semi-Skilled	13	10.8
Service	25	20.8
Laborer	11	9.2
Homemaker	5	4.2
Managerial	3	2.5
Not Employable	2	1.7
TOTAL	120	99.9

Further Descriptions of Respondents: "Moderating Variables"

This section, dealing with results of the study, presents analyses of variables which may moderate the relationships among demographic variables discussed above and training needs. Because of the nature of the responses to questions treating social participation, political participation, level of living and alienation, it was necessary to assign weights to responses for computational analyses. The scales and weightings which were used are standard to this test and carry suggested "weight" criteria. For purposes of analyses, however, all the scales and indices presented here are restricted to the population under study. That is to say, what is high or medium for one population (that of another study) need not be the same for another population (e.g., this study). Nonetheless, each scale designer suggests the variable to be measured, the validity, and the reliability of the score as well as its general utility.

Social Participation

The distribution of scores on social participation of responding heads-of-household is of particular interest to this study for it gives indications of past affiliations as well as some idea of attitudes toward future participation. Table 5 summarizes the range of participation for heads of household.

Each respondent was asked to list all groups or organizations to which he belonged. In addition, he was asked to list all committee or official positions held. Membership, committee and/or office, along with regularity of attendance were assigned a numerical value of 1, 2, and 3 respectively.

The social participation scale was devised so that numeric values could be assigned to response patterns to the relevant questions. The measure was designed such that each respondent might score very high simply by stating all groups or organizations to which he is a member, conceivably an infinite score. His score might have been increased also by the number of office positions and committee memberships, again conceivably inflating the score infinitely.

For purposes of analyses here, nonetheless, the range of scores (0-39) were subdivided into levels of participation. A low level of participation was deemed to range from 0 (no affiliations) to 5. The medium level of participation ranged from 6 to 11 and high was 12 and over. It is emphasized that ranges and averages are restricted to the sample of responding heads of households.

Table 5. Distribution of Heads of Households by Levels of Social Participation

Level of Participation	Number	Percent
Low (0-5)	77	64.2
Medium	38	31.6
High (12 and over)	5	4.2
TOTAL	120	100.0

In this study, as in the case of educational distribution (Table 2) there is a heavy concentration at the lower levels of participation, with (25.8 percent) responding "no" to any type of group or organization affiliation.

Though the mean score was 4.6, with a standard deviation of 3.43, the median of 3.0 seems more indicative of the average tendency of the population. There were 38 respondents (or 31.7 of the population) who received a weighted score of 3. Further signs of representativeness of this level of participation is indicated by scores of 19, 27, 18, and 39. The finding that 64% of the sample household heads with low social participation scores may be due partly to the age and sex distribution of the population. The duties of motherhood, transportation inabilities (e.g., old age) and females who are reluctant to travel at night may be compounding explanations.

Political Participation

A further indication of the history of participation as well as a description of general interests in civic affairs is presented in Table 6. Numeric values were assigned to responses of heads of households to queries concerning voting and political behavior. Registration and voting in a local, state, and national election as well as active campaigning yielded a top score of 17. Generally, a score of 5 represented a respondent who was registered, but had not voted, not actively campaigned in

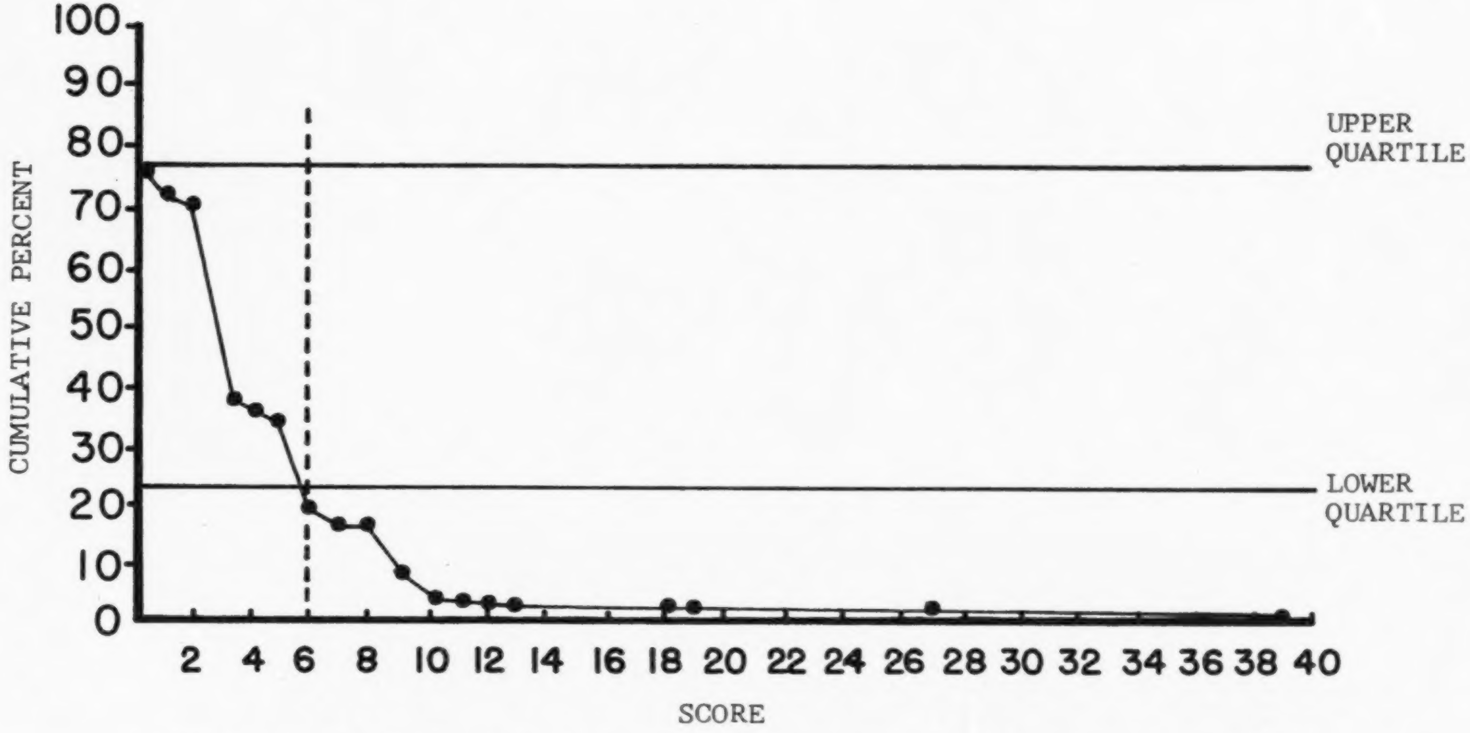

Figure 4. Distribution of Responses Greater Than the Mean Responses for Social Participation of Heads of Households by Quartile Rankings.

the recent elections named. A weight of 5 points was given to a "yes" answer when asked whether or not a registered voter. Examples are: Did you vote in the last local election (for Mayor)? and Did you vote in the last National election (for President)? Two points were given to a "yes" response, when asked: Did you actively campaign for a candidate?

Of the 49% low-political participation scores, 41 respondents (34.1 percent) were not registered and received a score of 0. Contrary to popular belief, there seemed to be an unusually high political-participation level. While there is a degree of political apathy suggested by the data, approximately 51% of the respondents show medium-to-high levels of participation. Of the total 4.2% received top scores of 17.

Table 6. Distribution of Heads of Households by Level of Political Participation

Political Participation	Number	Percent
Low 0-5	59	49.1
Medium 10-12	18	15.0
High 15 and Over (17)	43	35.9
TOTAL	120	100.0

Levels of Living

Level-of-living scores were derived by much the same procedure used in the political and social participation scales. A standard list of thirteen household possessions was presented to each head of household, along with room count (not including bathrooms). Possessions of all items (13) indicated the highest level-of-living score. Furthermore, while the method of scoring is standard, scoring totals are unique to this study. Table 7 reveals the distribution of responses.

Sixty-six or 55 percent of the heads of household recorded possession scores of 6 or less. Usually items that were lacking included: dishwasher, air-conditioning, washing machines, central heating, home freezers, vacuum cleaners, and automobiles. Thus, while some affluence was indicated (9-11 household possessions) the impact of poverty incomes is apparent.

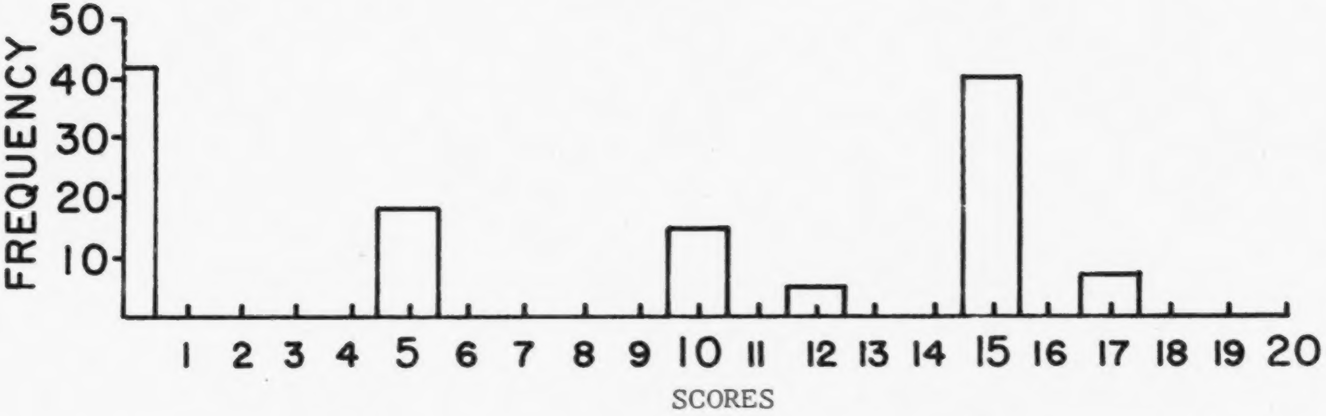

Figure 5. Political Participation Scores of Heads of Households.

Table 7. Distribution of Heads of Households by Level-of-Living Scores

Scores	Number	Percent
3	2	1.7
4	13	10.8
5	21	17.5
6	30	25.0
7	19	15.8
8	15	12.5
9	9	7.5
10	9	7.5
11	2	1.7
TOTAL	120	100.0

Alienation

To provide data for this analysis, standard alienation scales (Dean, 1961) were used. Those utilized were Likert-type scales designed to measure three facets of alienation: normlessness (anomic), powerlessness, and social isolation.

Responses to the various items were arranged from "strongly agree" to "strongly disagree," with a choice for "don't know" or "undecided." Each response was weighted from 0 to 4 depending upon the response. Here again, the scores as recorded are indicative of this particular population, and can be correlated to a number of other variables in this population. The alienation scores were broken down into a low, medium and high category. Responses of 25 points or less were classified as being low and responses of 26-40 were classified as medium, while those in the 41-55 category were recorded as high. Table 8 is a reproduction of the scores from responses from heads of households.

For this sample of household heads, a low score on the alienation scale indicates that the respondents feel relatively certain that there is a low degree of cultural despair. Then percent of the respondents fall into this category, while 23 percent of the respondents are at the other end, showing a very high score of 41 to 55, and that another 5.8 percent of this high group had scores ranging from 46 to 50. The majority of the respondents fall into the medium category of 26 to 40 with 30.8 percent in the

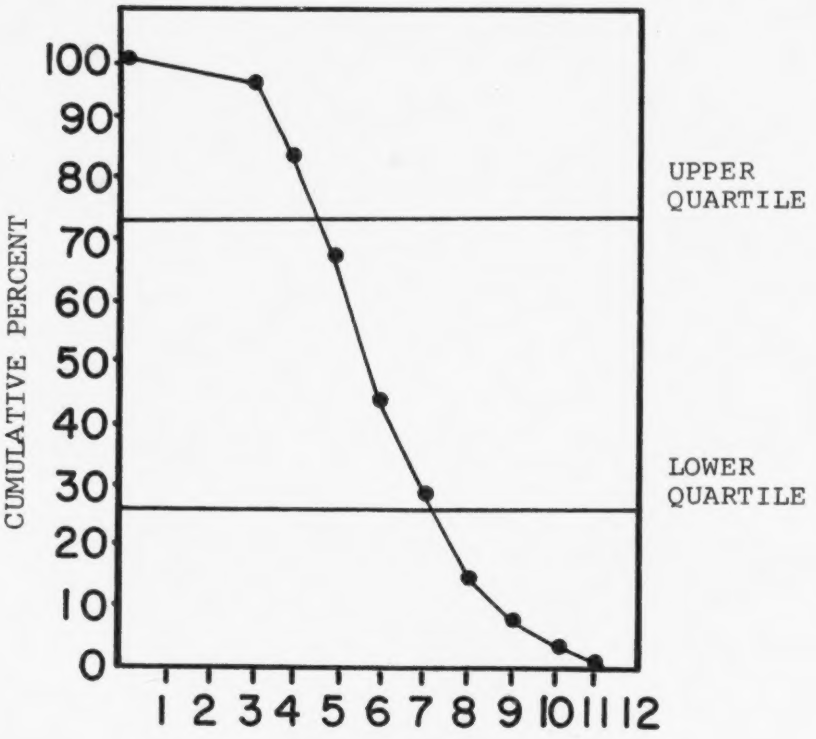

Figure 6. Distribution of Responses Greater Than the Mean Responses for Levels of Living Scores of Heads of Households by Quartile Rankings.

31 to 35 range and 26.8 percent in the 36 to 50 interval.

To this point, no mention of race has been suggested as being a significant independent variable. An overwhelming majority of respondents were Black, thus negating analysis on a racial breakdown. The data suggests, at this point, that sex and age within this somewhat homogenous population is far more important to analysis. Table 8a. shows a breakdown of mean scores for alienation by age and sex.

Table 8. Distribution of Heads of Households by Alienation Scores

Alienation Score	Number	Percent
Low 25 and below	12	10.0
Medium 26-40	85	70.9
High 41-55	23	19.1
TOTAL	120	100.0

Table 8a. Mean Distribution of Alienation Scores for Heads of Households by Age/Sex

Sex	Mean Score	Number
Male		
16-24	39.6	6
25-34	30.5	6
35-44	34.0	2
45-54	32.5	10
55-64	33.3	13
65-74	34.6	5
75 and over	44.0	5
MEAN TOTAL	34.9	47
Female		
16-24	38.5	2
25-34	34.1	10
35-44	33.8	12
45-54	33.8	13
55-64	32.0	15
65-74	31.2	10
75 and over	31.0	11
MEAN TOTAL	33.6	73

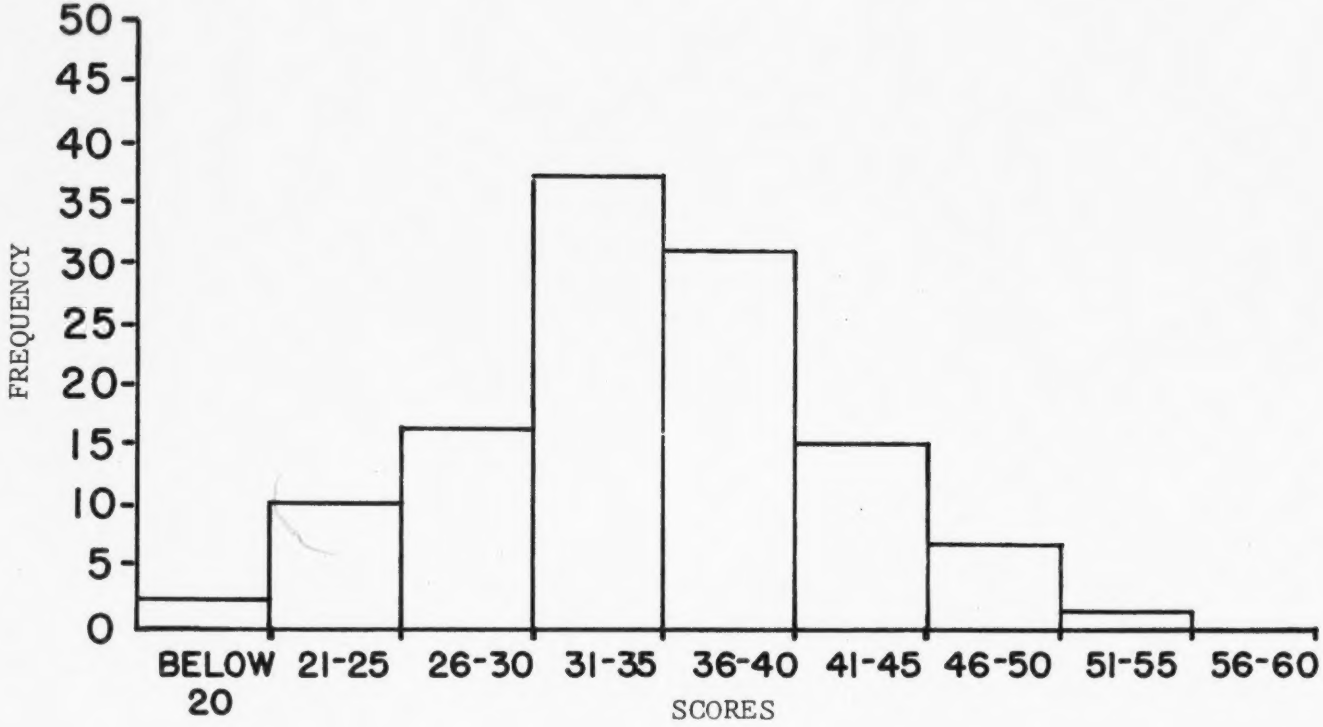

Figure 7. Distribution of Alienation Scores of Heads of Households.

For both males and females, the mean alienation-score in the 16 to 24 bracket is higher than any other age group (except for males 75 and over). This may indicate despair or perhaps frustration at starting out as young homemakers. While the total mean score for male and female are slightly different, it is generally believed that male heads of households are faced more often with situations where discrepancies between aspirations and achievement are present.

It should be pointed out here that some interviewers' notes indicated that sometimes the alienation scale met with difficulty in application. Typical of the complaints was the fact that words were difficult to understand. Moreover, the interview at this point was sometimes lengthy.

Analyses presented to this point have been descriptive of the sample heads of households, with emphasis on two kinds of data: objective, demographic categories and the more subjective weighted scores on such items as social and political participation, level of living and alienation. The next section will focus on the education and training aspects of the study and their relationship to these variables, and interpreted as a means for planning and programming for the residents of the Model Cities Area.

Primary and Moderating Categories

For the purposes of this section of the report, primary categories are defined as income, political participation, social participation, alienation, attitude toward education, and level of living. Table 9 presents the results of a contingency-table analysis of relationships among these variables, i.e., where the relationships of each category with each of the other categories was tested for significance.

Analysis of Table 9 suggests that the level of income is independent of all other categories, as no significant relationships were revealed by the test. Perhaps an explanation of this finding may be found in the homogenous nature of the neighborhood. Since there are few major variations in the scores for the categories of interest across the neighborhood, homogeneity is suggestive of such results.

Cross analysis of political participation with other categories provides some meaningful relationships. Social participation and political participation were found to be significantly related at the .05 level, thus suggesting that the two categories are not independent. This may be

Table 9. Cross Analysis of Relationships Between Primary and Moderating Categories for 120 Heads-of-Households

Category	Chi Square	df	Significance
I. Income			
Political Participation	6.78	21	n.s.
Social Participation	27.44	56	n.s.
Alienation Total	41.68	56	n.s.
Attitude Toward Education	30.56	56	n.s.
Level of Living	63.61	77	n.s.
II. Political Participation			
Social Participation	41.27	24	.05
Level of Living	18.44	6	.01
Alienation Total	5.10	24	n.s.
Attitude Toward Education	6.37	2	.05
III. Social Participation			
Level of Living	6.95	5	n.s.
Alienation Total	35.22	64	n.s.
Attitude Toward Education	31.64	64	n.s.
IV. Level of Living			
Alienation Total	10.96	4	.05
Attitude Toward Education	55.80	88	n.s.
V. Alienation Total			
Attitude Toward Education	3.76	2	n.s.

explained by the observation that as constituents maintain greater numbers of social contacts, it is likely that they will become more aware of political activities in both local and national terms. Moreover, they will have greater opportunities for political interaction as the level of social participation increases. In contrast, "participation itself may be a dominating personality variable, whether it be political or social."

The relationship between level of living and political participation at the .01 level of significance is suggestive that, as constituents participate more politically, contact with others in political efforts results in a greater awareness of living conditions which, in turn leads to attempts to increase their standard of living although such attempts require expenditures in excess of current income.

Attitude toward education is likewise related to political participation and was found to be significant at the .05 level. This finding is suggestive that, as political participation increases, there exists a "felt need" for increased education. Perhaps political participation, if not social participation, changes the referent for standards of comparisons and for living and education, and perhaps one which is beyond the immediate neighborhood.

Relationships between social participation and levels of living, alienation totals, and attitudes toward education were insignificant insofar as statistical analysis is concerned. However, results indicate that the relationship between social participation and level of living does approach significance which again suggests that increased social interaction creates greater awareness of conveniences, leading to higher standards of living.

The final two categories of analysis in Table 9, of level of living and the alienation total, provide results supporting only one significant relationship, i.e., between the level of living and alienation. It may be concluded, therefore, that as the level of living varies, so varies the level of alienation. This result may be indicative of greater despair on the part of those respondents with relatively low standards of living or, in converse reasoning, the more that the individual feels "anchored" to some dimension of society, the more he raises his living standards. The above may be summarized as follows:

1. Income variations, in the ranges studied here, are independent of the levels of political participation, social participation, alienation, attitudes toward education, and level of living.

2. Political participation is independent of the level of alienation, but it is significantly related to social participation, level of living, and attitudes toward education.

3. Social participation is independent of the levels of living, alienation, and attitudes toward education; however, the relationship between social participation and level of living approaches significance.

4. Level of living is independent of attitudes toward education but is significantly related to alienation.

5. Alienation is independent of attitude toward education; however, the relationship does approach significance.

Inductive Analyses of Moderating Variables by Level of Education

Another method of testing sample data provides an avenue for meaningful interpretation of information not derived directly from the raw responses. This technique, "inductive analysis," is used when uncertainties associated with data collection before the fact preclude a format designed for descriptive statistical tests. Yet inductive analyses permit generalizations to a population through one critical variable as it is related to attending variable found within that population. Accordingly, derived inferences offer richness to understanding implications about that population.

In an effort to so generalize in this study, the total sample was subdivided on the basis of number of years of formal education and to subsequently analyze other relevant data by educational strata. Investigation of the sample data suggests that the median value, eight years of formal education can best be used for purposes of stratification. The resulting strata were (1) respondents with less than nine years of formal education, and (2) respondents with nine or more years of formal education. The results of primary analyses are presented in Table 10.

The relative homogeneity of the population in the Neighborhood support the development of hypotheses that no difference exists between mean values of each of the strata posited here, i.e., differences between means for each criterion classification is zero. Results of the test of these hypotheses are presented in Table 11.

Discussion

Results of the analysis in Table 12 support the hypotheses on the relative homogeneity of income, level of living, feelings of powerlessness and normlessness, total alienation, and attitude toward education when the sample is subdivided into these two educational strata. It may be concluded, therefore, that the number of years of formal education does not significantly discriminate in terms of these variables for residents of the Neighborhood population.

Significant differences were identified, however, between number of years of formal education and the political

Table 10. Primary and Moderating Categories Related to Stratification Based on Number of Years of Formal Education

	Strata I (8 Years and Below)		Strata II (9 Years and Above)	
Criterion	Mean	Standard Deviation	Mean	Standard Deviation
Education	4.89	6.07	11.75	4.3
Income	3.31	4.68	3.77	3.60
Political Participation	6.34	44.86	9.05	41.58
Social Participation	3.77	8.45	5.39	43.52
Level of Living	6.38	3.10	6.68	4.04
Powerlessness	11.16	10.14	12.04	11.78
Normlessness	10.18	11.22	11.16	10.10
Social Isolation	13.23	11.01	12.05	9.25
Alienation Total	34.49	48.52	35.25	41.65
Attitude Toward Education	12.89	81.70	11.89	4.10

Table 11. Inductive Analysis of Level of Education by Moderating Variables

Criterion	Difference Between Strata Means	Z Score	Significance
Income	- .46	-1.214	n.s.
Political Participation	-2.71	-2.210	.05
Social Participation	-1.62	-1.678	.10
Level of Living	- .31	- .886	n.s.
Powerlessness	- .88	-1.422	n.s.
Normlessness	- .98	-1.989	n.s.
Social Isolation	1.18	1.989	.05
Alienation Total	- .76	- .6073	n.s.
Attitude Toward Education	1.00	.834	n.s.

participation, social participation and the feeling of social isolation. (The hypotheses of "No differences" between the respective mean values were rejected and it was concluded that a difference in mean values does in fact exist.) Closer inspection of these relationships leads to the conclusion that as the number of years of formal education increases, political participation and social participation increases while the feeling of social isolation tends to decrease.

Table 12. Mean Values of Moderating Variables for Four Strata of Education of Heads of Households

Criterion (Moderating Variable)	Strata I Less Than 6 Years n1=33 Mean 1	Strata II 6 or More Less Than 12 Years n2=57 Mean 2	Strata III 12 or More Less Than 16 Years n3=20 Mean 3	Strata IV Greater Than 16 Years n4=7 Mean 4
Education	3.00	8.72	12.30	16.29
Income	3.42	3.09	4.45	5.00
Political Participation	4.55	7.88	10.55	13.43
Social Participation	3.82	3.44	5.60	14.00
Level of Living	6.09	6.37	7.05	8.29
Powerlessness	10.88	11.39	12.60	13.57
Normlessness	10.24	10.16	11.85	13.14
Social Isolation	12.97	12.60	12.00	13.71
Alienation Total	33.88	34.18	37.15	38.43
Attitude Toward Education	11.94	13.18	11.75	10.29

Conclusions relative to these three criteria (Table 12) suggest that as education increases, there is a tendency to greater awareness of one's environment. It may be inferred about social participation, moreover, that as the level of education increases, the subject is likely to acquire greater confidence in his social interactions. Implications are that he is not only likely to join more organizations but also likely that he takes part in organizational leadership. Additional support for this conclusion is provided by the significant difference in level of social isolation. Analysis reveals that as the level of education increases, the feeling of social isolation decreases. It may be surmised that lower levels of education are associated with lower confidence in skills of social interaction. This extended relationship may, then, feed back upon itself in the sense that low levels of education result in the resident's feeling of being socially isolated from the activities of his environment.

In an effort to better understand difference within Neighborhood population, the data were further subdivided into four (rather than two) strata for analytic purposes. Table 12 presents the results of this second stratification test.

Applying analysis of variance procedures to differences in mean values of these four strata supported the two-strata analysis above, with two exceptions: First, the feelings of social isolation was found to be not significantly different among the four educational strata. A common-place interpretation is that, in general, neighborhood residents possess the similar levels of feelings toward social isolation. Second, differences among the strata with regard to the alienation total was found to be significant at the .10 level, indicative that education tends to affect the feeling of lack of purpose, identity or value. This latter finding suggests implications for the longitudinal dimensions of this study. With increased participation in education and training programs, neighborhood residents should show a rise in feelings of social-belongingness and association, and, perhaps, the social value of a reduction in alienation is as great as a growth in employability, if not causally related to the latter.

Analyses of Data on Expressed Educational and Other Needs

Introduction

This section focuses on the identification of education and training as "felt" needs as recognized by respondents to the "training" section of the questionnaire presented in the Appendix.

Recent years have witnessed an increasing concern for education as the locus from which social and economic enrichment will grow. Yet, education for such purposes must not be limited to developing competence in reading, writing, and arithmetic. Perhaps, in the age of the industrial revolution such a focus was sufficient; now, however, we are in the age of super-industrialism whereas, in contrast to earlier periods, basic education is a minimum requirement and not a luxury.

Contemporary education must work toward the development of the "whole man" in terms of fundamental knowledge about himself and his cultural surrounding. This will enhance his ability to adjust comfortably to social and political norms as well as to vocational and specific coping needs which afford him the opportunity to seek and maintain economic and psychological stability in his ever changing environment.

It has been too frequently found that educational and training programs have been externally imposed on the disadvantaged, i.e., agency enters a community with a prepared catalogue of curricula and offers "channel" programs on a "take-it-or-leave-it" basis. Unfortunately, the incidence of "drop-outs" from such endeavors is usually greater than the percentage of participants who complete the program as designed.

The resulting loss in participation and the associated inefficiencies in reaching and improving the educational levels of those identified as potential users create unjustifiable social costs. It is upon this conclusion that the decision was made to survey a sample of heads-of-households and other members of the household in the neighborhood area who were 16 years old and older, and not who were currently enrolled in school, as to the training that they felt they personally needed or wanted. Responses to the "training" section of the questionnaire provide particular insights for guidance in relevant program-development through identification of specific kinds of training desired as well as their priorities wherever such might exist.

It would be rare to find people in our culture to better themselves in either economic or social terms, with betterment being relative to their immediate referent groups of "significant others." The American ideal of freedom and property ownership has lead many in a search for fulfillment of their aspirations even knowing that the possibility of success was unlikely. Today for many, the pathway to success is imagined to be education and training. Therefore, in the attempt to identify general desires for training as well as specific programs of interest, the last half--the "training section" questionnaire (presented in Appendix II) was administered.

To facilitate generating responses on both breadth and intensity of felt needs, the questionnaire was prepared (1) to determine whether or not training was desired in general and (2) to identify specific types of training for which a particular need or desire was felt.

Responses to questions about the general categories of adult basic, job skills family-life adjustment, self-enjoyment and community development programs as well as open-ended questions on other types of training not specifically mentioned were provided to assist the respondent in focusing on his needs. In addition, given the attempt to identify priorities of program needs, subjects were offered the opportunity to make two or more selective responses to the categories of: vocational skills, family life-adjustment, and self-enjoyment training. Responses to these general categories provide valuable information with regard to the specific kinds of programs felt to be needed or desired by the members of the community.

Desire for Training

Although previous sections focused on the justification and general directions for designing training programs by way of descriptive data on heads of households, specific questions of content have not been considered directly. This section and subsequent ones will give attention to "felt" needs for education as expressed by respondents as well as types of training desired. The tables and graphics in these sections portray combined responses of heads of households with non-heads of households. Accompanying tables dealing specifically with heads of households responses are found in Appendix I.

Response patterns of heads of households reveal that 45 percent (21 of 47 respondents) of male heads and 51 percent (37 of 73) of female heads are interested in some type of training. (See Appendix I, Table A.) This is an important disclosure, given the fact that 58 percent of the heads of households (70 of 120) were gainfully employed, if not satisfactorily so. The median age-range of both male and female categories is 45 to 54 years (see Figure 8). If employment mobility is frozen after age 40, desires for education would be expected to reflect self-improvement and community-development programs more than vocational training. Such is not the case; however, of those types of training specified, vocational training accounted for 63 percent of the responses for male heads and 34 percent of those for females (see Appendix I, Table B).

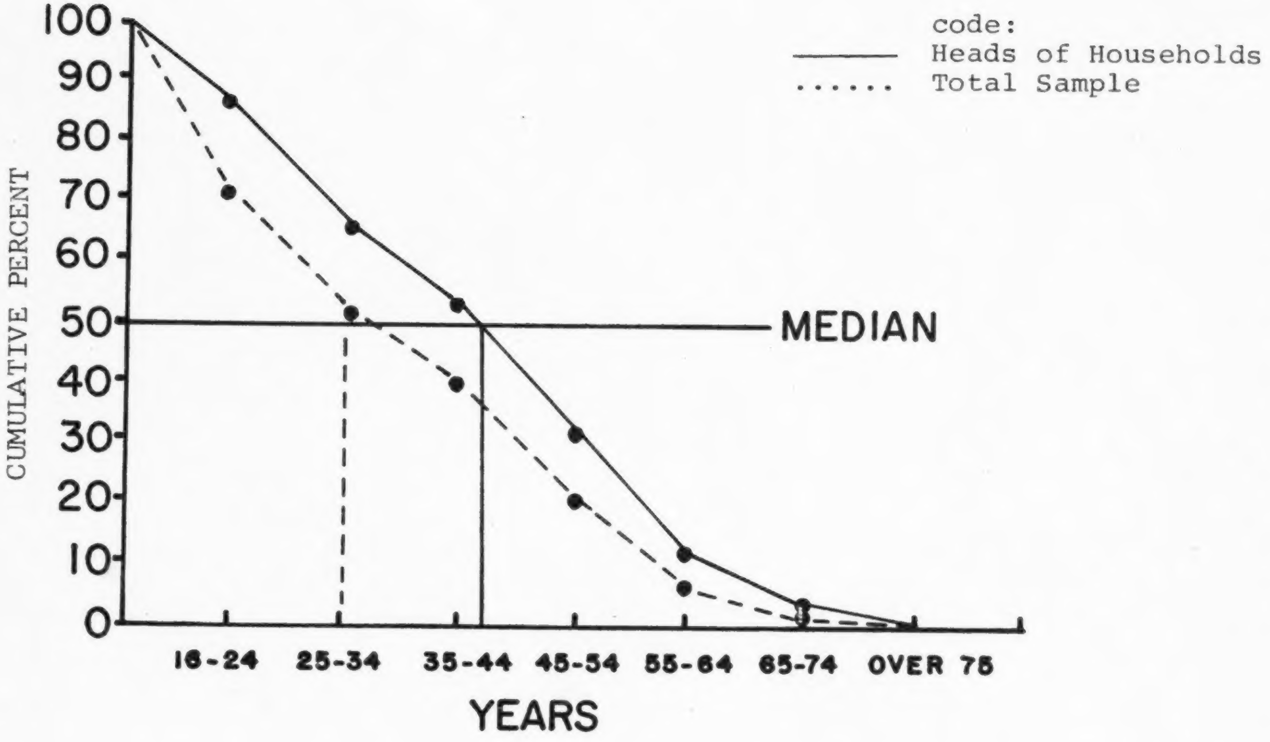

Figure 8. Distribution About the Mean Response of Expressed Training Desires for Heads of Households and for the Total Sample (heads of households plus non-heads of households) by Age.

In terms of the total sample (i.e., head-of-households plus non-heads), 44 percent (28 of 63) of all males and 48 percent (62 of 129) of all females expressed an interest in some type of training with a median age range of 35 to 44 years, as revealed in Tables 13 and 13A. Although not statistically significant, this younger sample population indicated a lower desire for training than did the heads of households. Less domestic responsibilities or higher educational attainments of the former population may account for this difference.

Table 13. Desire for Training of Total Sample by Age/Sex

Sex		Responses							
Male (N=63)	No	3	3	3	6	5	4	4	28
	Yes	12	3	1	4	7	1	0	8
Female (N=129)	No	1	3	7	7	14	7	6	45
	Yes	13	15	9	14	5	5	1	62
Age (N=192)		16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Table 13A. Type of Training Desired by Total Sample by Age/Sex

Sex	Responses							
Male (N=63)								
Adult Basic		1		1				2
Job Training	8	1	1	2	4			16
Homemaking	1			1	1			3
Leadership Training	1	1				1		3
Female (N=129)								
Adult Basic		1		1	2	1		5
Job Training	10	8	5	2	5			30
Homemaking	3	3	6	6	2	3		23
Self-Employment					1	1	1	3
Neighborhood and Community Development		1						1
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Although an expressed desire for training does exist for 47 percent of the total sample, many respondents foresee barriers that have prevented and could conceivably continue to prevent them from participating in educational and training programs. Table 14 displays the results of cross tabulating sex and age with perceived obstacles to training. The two most prominent obstacles are income (28%) and health related problems (17%). Moreover, females apparently feel more obstacles than males as 46 percent of all females (59 of 129) were able to identify obstacles, while only 35 percent of all males (22 of 63) identified specific obstacles to training. (Table C in Appendix I shows the age, sex, breakdown for heads of households.) Although the list of articles derived from the study is not exhaustive, it does provide guidance for the determination of methods for bridging the gap and specific barriers between neighborhood training facilities and potential program participants. Obvious solutions would include tuition-free educational programs; less obvious would be the promotion of transportation facilities for the disabled in recruiting participants.

Table 14. Obstacles to Desired Training as Listed by the Total Sample by Age/Sex

Sex	Responses							
Male (N=63)								
Income	6	1	1	1	1			10
Health				1	2			3
Age						2		2
Employment	1							1
Lack of Education	2							2
Currently in School		1						1
Unaware of Program		1			1			2
Time Limitation					1			1
Female (N=129)								
Income	5	5	2	1				13
Health		1	3	2	3	2		11
Age					1			1
Employment			1	1				2
Lack of Education			1	2				3
Currently in School	2	1			1			4
Unaware of Program	1	1		1	1	1		5
Home Responsibilities		3	2	1				6
Transportation						1		1
Program Availability		1	2	1				4
Time Limitation	1	2	1	3	1		1	9
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Desire for Adult Basic Training

Basic educational training in reading, writing, and arithmetic is a necessary but only a minimum requirement for coping with today's complex economic, political, and social environment. However, significant numbers of the urban disadvantaged have had little or no basic education and such is born out in this study. It therefore becomes apparent that training in basic educational skills should be an integral part of any community educational program.

With 35 percent of the total respondents in this study having less than a seventh grade education and 61 percent of that percentage having less than a fourth grade education, it is apparent that programs in basic studies would be most beneficial to general community development. With 70 percent of those responding having not completed high school by November 1971, additional educational programs are easily justified.

When posed with a question concerning a desire for adult basic training, 31 percent or 60 subjects (38 heads-of-households and 22 non-heads) indicated a desire for training. Further study (see Table C, Appendix I) revealed that of the heads-of-households 32 percent of all male heads (15 to 47) and 32 percent of all female heads (23 to 73) showed a positive response toward additional basic training. The modal age-range of all heads of households who desired training was 55 to 64 years, while the median range was 45 to 54 years (see Figure 9). This suggests that potential participating heads-of-households would likely be above middle age. Because of the characteristics of potential educational participants, special instructional and recruiting techniques are worthy of consideration.

Responses from the total sample (n=192, where non-heads of households were included) indicate that 29 percent of all male subjects and 33 percent of all female subjects expressed a felt need for adult basic training. (See Table 15.) The modal age-range for those responding to the question as a part of the total sample was 16 to 24 years (30% of all subjects); yet the predominate age range of the total population is 35 to 45 years, of whom only 12 percent responded positively. Convention and absolute number of completed interviews would suggest that adult basic training should cater to the older age-group, but the intensity of demonstrated need would seem to be within the 16 to 24 year age-range. Whatever the case, it may be concluded that, with 30 percent (57 of 192) of all respondents indicating a felt need for adult basic training, programs in basic studies are seemingly worthy of consideration.

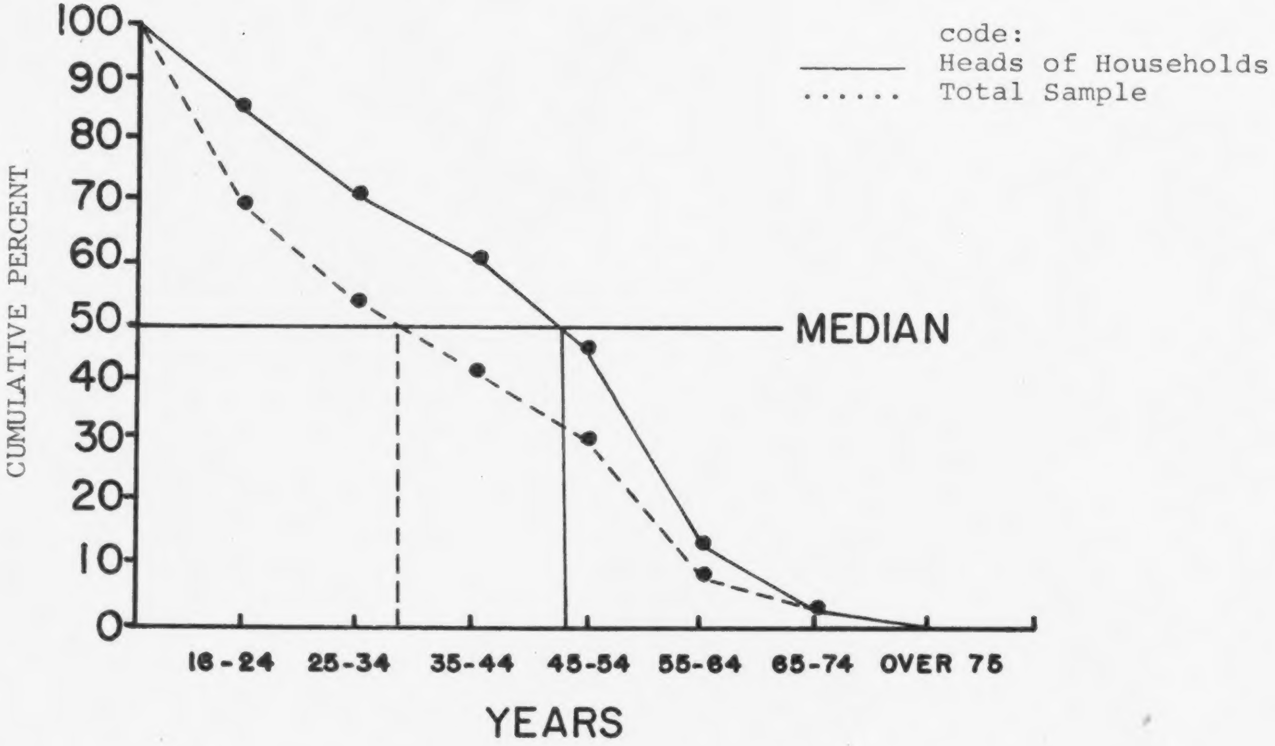

Figure 9. Distribution About the Mean Response of Expressed Desires for Adult Basic Education for Heads of Households and for the Total Sample by Age.

Table 15. Desire for Adult Basic Education by the Total Sample by Age/Sex

Sex		Responses							
Male (N=63)	No Yes	4 6	3 1	2 1	5 2	1 6	1 2	2 0	18 18
Female (N=129)	No Yes	2 12	5 9	6 6	8 5	 7	6 2	4 1	31 42
Age (N=192)		16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Vocational Training

Recent years have witnessed a rapid expansion of programs in vocational-technical training for urban as well as rural communities. Such programs afford training which provides participants with job skills that will sustain employment where employment is possible. Table 16 indicates the responses of those subjects who have had some vocational training in this study. Yet the effectiveness of these programs generally can be questioned.

There were a total of 44 subjects (26%) in the neighborhood who had had vocational training, but only 17 (40%) were still working in the trained area. Of the 26 who were not working in the trained area, 19 provided reasons for seeking alternative employment. (See Table 17.) The major factor accounting for this phenomenon (7 of 19 responses) related to dissatisfaction with the job. The dilemma is posed, therefore, that job-training does not change job-content of existing tasks.

Of the 192 subjects, 33 subjects stated that they were employed in a job currently with which they were dissatisfied. These employed respondents, displaying dissatisfaction,

Table 16. Response Frequencies of Those Who Have Had Vocational Training

Type of Job Trainining		Frequency
Business and Office		
General		5
Bookkeeping		4
Clerical		1
Typing		6
	Category Total	16
Health Occupations		
General		3
Practical Nursing		1
Nurse's Aide		3
	Category Total	7
Home Economics		
General		5
Sewing		1
Child Care		1
	Category Total	7
Technical Education		
General		1
Electronics Technology		1
	Category Total	2
Trades and Industry		
General		10

Table 17. Reasons for Not Currently Working in Trained Skills

Reason	Frequency
Not Enough Jobs	2
Preferred Another Job	1
Poor Health	4
Age	1
Transportation	1
Pregnancy	1
Dissatisfied with Work	1
Household Responsibilities	6
Alternative Training	2
	1
Total	19

were able to identify specific obstacles to seeking new employment. Table 18 presents the felt obstacles to changing employment. Sixty percent of these respondents indicated educational and training barriers to mobility.

Table 18. Obstacles to Seeking New Employment When Dissatisfied with Current Job

Obstacles to Change		Frequency
Employment Related		
Income	4	
Not Enough Jobs	3	
Loyalty to Employer	1	8
Education Related		
General	10	
Currently in School	1	11
Health Related		
Poor Health	2	
Age	2	4
Training Related		
Lack of Training	4	4
House Responsibilities		1
Not Interested in Other Employment		2
Miscellaneous		3
Total		33

Although obstacles to seeking new employment do exist, it is not uncommon for some individuals to alter their employment horizons through general education and, while changing employment may be difficult for most of the sample population because of lack of training in the areas of interest, programs oriented toward providing necessary training become important to achieving newly acquired aspirations.

Job training is a significantly felt need by many members of the community as 71 of the 192 respondents indicated a desire for some type of job training. Table 19, displays responses in each of the categories indicated by the respondents. Of heads-of-households (120) 34 percent of male heads and 40 percent of female heads expressed a desire for some type of vocational training (see Table 19), while on a total sample (192) basis, 30 percent of males and 40 percent of females interviewed had a felt need for training. Fifty eight percent of the total respondents expressing a desire for training were below 45 years of age and 75 percent were below the age of 55 years.

Regarding possible categories of training, the greatest percent of respondents (33%) expressed an interest in training in preparation for health occupations, while 21 percent desired training in home economics, 19 percent for business and office occupations, and 14 percent for trades and industry occupations. With 87 percent of the respondents desiring training in these four categories, program emphasis may be directed toward this potential for attracting the greatest number of participants.

Family and Life Adjustment Training

As the pace of life in contemporary American society has become increasingly rapid, individuals and families may have problems of cultural adjustments which some type of training might help to alleviate. These problems may be economic, health, household, or family oriented. Thus it is seemingly appropriate to investigate the efficacy of developing educational training programs in these areas.

Of the 192 subjects questioned, 85 subjects (45%) displayed a desire for some form of family and life adjustment training. Table 20 displays the frequency of responses for first, second, third, and fourth choices. The last column in Table 20-A, displays the total responses for each category of life-adjustment training by age. In terms of the total sample, 40 percent of all male subjects and 44 percent of all female subjects desired some type of

Table 19. Type of Job Training Selections of Total Sample by Age/Sex/Choices

Sex	First Choice								Second Choice								
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	First Choice Total	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Second Choice Total	Total Choices
Male (N=63)																	
Business & Office	1	1				1		3					1			1	4
Distributive Education	1							1									1
Health Occupations	2			1	1			4	1							1	5
Home Economics	1				2			3	3							3	6
Technical Education	1			1				2		2	1		1			4	6
Trades & Industry	2	1	1	1	1			6	2			2	2			6	12
Vocational Agriculture											1					1	1
Female (N=129)																	
Business & Office	7	3	1	2			1	14	2	3			1			6	20
Distributive Education						1		1	2	1			1			4	5
Health Occupations	5	3	7	5	2	1		23	3	3	3	4	1			14	37
Home Economics	1		3	2	3	4		13		3		1	2	1		7	20
Technical Education					1			1									1
Trades & Industry									1	2		2				5	5
Vocational Agriculture												1				1	1

Table 20. Desire for Family-Life Adjustment Training for Total Sample by Age/Sex/Choices

Sex	First Choice								Second Choice							
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses
Male (N=63)																
Money Management	3	1	1	1	1	1		8	3				1			4
Home Medical Care	2				1			3				1	1			2
Home Decorating													1			1
Sewing	1	1						2	1							1
Nutrition					1			1					1			1
Home Maintenance	2			1	4			7	2		1	1	1			5
Pest Control				1				1		1		1				2
Family Planning									1							1
Child Care	2							2								
Female (N=129)																
Money Management	4	1			2			7			2	1				3
Home Medical Care	3		2	5	1	1	1	13	3	1	1	3				8
Home Decorating		3			1			4	2	1	1	1				5
Sewing	3	3	2	5		1	1	15	1	4	3	4	3			15
Nutrition	1			1				2	1		1		2	1		5
Home Maintenance		2		1				3					1			1
Pest Control			1		1	1		3		3				1		4
Family Planning									2	1	1	1				5
Child Care	2	4	5	2	1			14	1	1						2

Table 20. (continued)

Sex	Third Choice								Fourth Choice								
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	Grand Total
Male (N=63)																	
Money Management																	12
Home Medical Care									1				1			2	7
Home Decorating									2							2	3
Sewing	1							1									4
Nutrition	2							2									4
Home Maintenance	1	1		1				3									15
Pest Control					2			2									5
Family Planning																	1
Child Care													1			1	3
Female (N=129)																	
Money Management		1		1		1		3	2							2	15
Home Medical Care										3						3	24
Home Decorating		1		1	1			3									12
Sewing	1	2		1				4					1			1	35
Nutrition		2	1		1			4		2						2	13
Home Maintenance	1	1						2									6
Pest Control												1				1	8
Family Planning																	5
Child Care	1			1				2	1			2	1	1		5	23

Table 20-A. Desire for Family-Life Adjustment Training for Total Sample by Age/Sex

Sex		Responses							
Male (N=63)	No Yes	3 10	2 2	2 1	5 3	1 8	2 1	2 0	17 25
Female (N=129)	No Yes	1 13	4 13	6 8	1 9	9 9	9 3	4 2	34 57
Age (N=192)		16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

training, with the modal age range being 16 to 24 years and the median age range being 35 to 44 years.

Of the heads-of-households, (see Table F, Appendix I) 38 percent of male and 49 percent of female heads expressed a desire for training while 89 percent of the total heads-of-households who expressed a desire for life-adjustment training were below 65 years of age. The modal age range for heads-of-households was 55 to 64 years while the median age range was 45 to 54 years (see Figure 10).

The relative popularity for heads-of-households of possible programs, is: sewing, 18 percent; home maintenance, 14 percent; home medical care, 14 percent; child care, 13 percent; money management (budgeting), 12 percent; nutrition, 11 percent; pest control, 9 percent; home decorating, 7 percent; family planning, 2 percent. From the relative distribution of responses obtained, there is not a prominent demand for any one specific program more than others. Therefore, it might be assumed that a training program for family and life adjustment must offer a wide variety of curricular offerings.

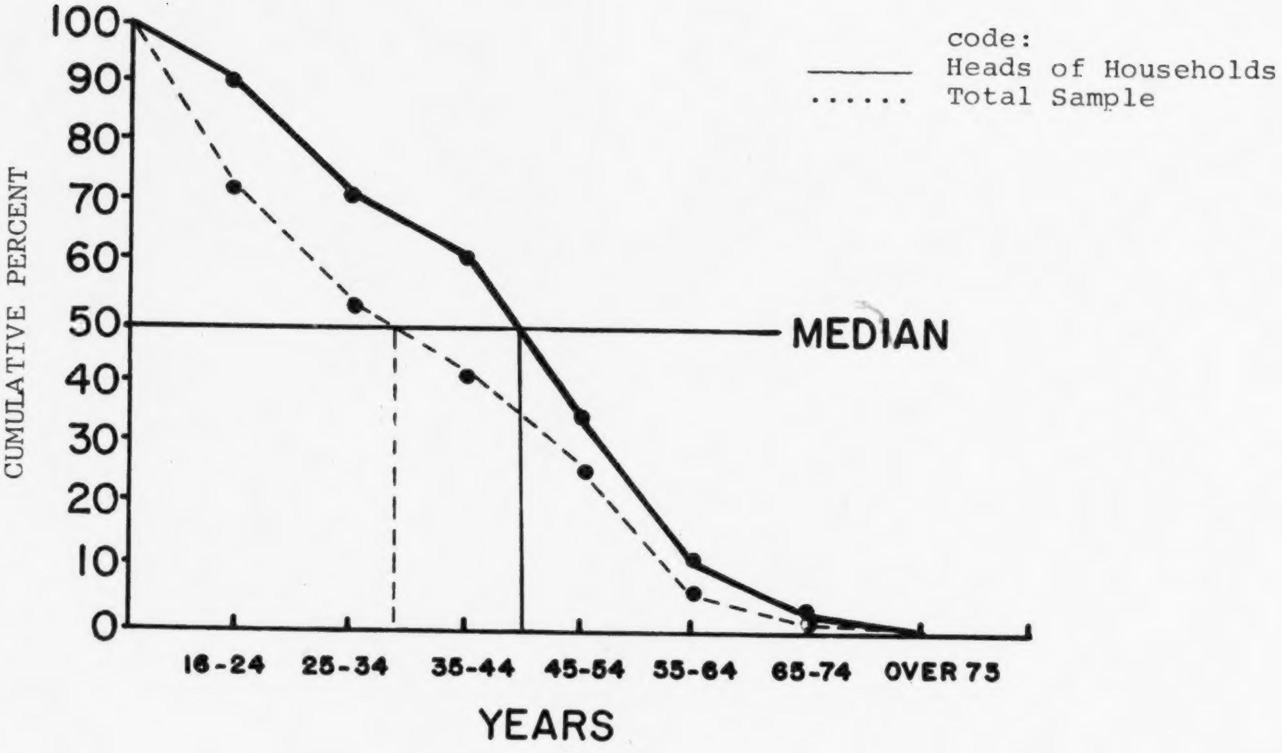

Figure 10. Distribution About the Mean Response of Expressed Desires for Family and Life-Adjustment Training for Heads of Households and for the Total Sample by Age.

Self-Enjoyment Programs

Beyond the felt needs for vocational training and family-life adjustment training, individuals or families may recognize a need for training which leads to a more pleasurable life. That is to say, there are specific types of pleasurable activities that require some direction or training in order to take fuller advantage of the benefits of such activities. Because of a lack of training, the urban disadvantaged may be excluded from participation on solely educational terms. Therefore a need may exist for training which will assist them in redirecting leisure time into activities in which they would like to actively participate and yet remain excluded because of training deficiencies. Table G (Appendix I) reveals frequency counts for three possible choices of training in self-enjoyment programs for the heads-of-households.

Forty-three percent of male and 41 percent of female heads-of-households expressed a desire for some type of self-enjoyment training. Strangely enough, responses to self-enjoyment training were higher for the males than for the females. Family and vocational pursuits may dominate the latter's leisure time available for training and self-improvement. The modal age-range for heads of households was 55 to 64 years while the median age range was 45 to 54 years. For the total sample of heads and non-heads combined, 44 percent of all males and 40 percent of all females were interested in training with a modal and median age range of 45 to 54 years (see Figure 11). This age range, approximately "middle age," is suggestive of directive efforts for self-improvement training.

Although a wide variety of possible programs exists that might contribute to self-enjoyment, for purposes of this study eight basic categories were identified. The relative importance of each of the eight categories seen in Tables 21 and 21-A, is: art appreciation, 20 percent; literary expositions 19 percent; public speaking, 14 percent; home improvement, 10 percent; music appreciation, 9 percent; music lessons, 8 percent; leadership training, 6 percent; and art lessons, 5 percent.

Although these categories are not exhaustive of self-enjoyment programs, they do provide general direction for potential program development. Moreover, the relative responses are indicative that active participation (3.g., music lesson) is not necessarily more or less important as general association (e.g., music appreciation) with the activity identified. Nevertheless, with 43 percent of the

Table 21. Desire for Self-Enjoyment Programs of Total Sample by Age/Sex

Sex		Responses							
Male (N=63)	No Yes	2 13	1 3	2 0	7 3	1 8	2 1	2 0	17 28
Female (N=129)	No Yes	4 10	6 11	4 10	7 12	9 4	5 3	5 1	40 51
Age (N=192)		16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

total sample expressing interest in self-enjoyment programs, a potential exists for attracting community residents to programs that might improve the general satisfactions with life's existence.

Other Types of Programs

Vocational skills, family and life adjustment, and self-enjoyment training are classes of training that possess direct relevance to the lives of a significant number of potential participants. However, realizing that increasing educational levels of the residents is only one aspect of improving communities, it becomes apparent that programs focusing on community development are worthy of attention.

Attempting to survey the interests of residents toward community development programs, each head-of-household and each non-head was questioned regarding such a program. Forty-one percent of male heads and 48 percent of female heads expressed an interest in community development programs, with a median age range of 45 to 54 years (see Figure 12).

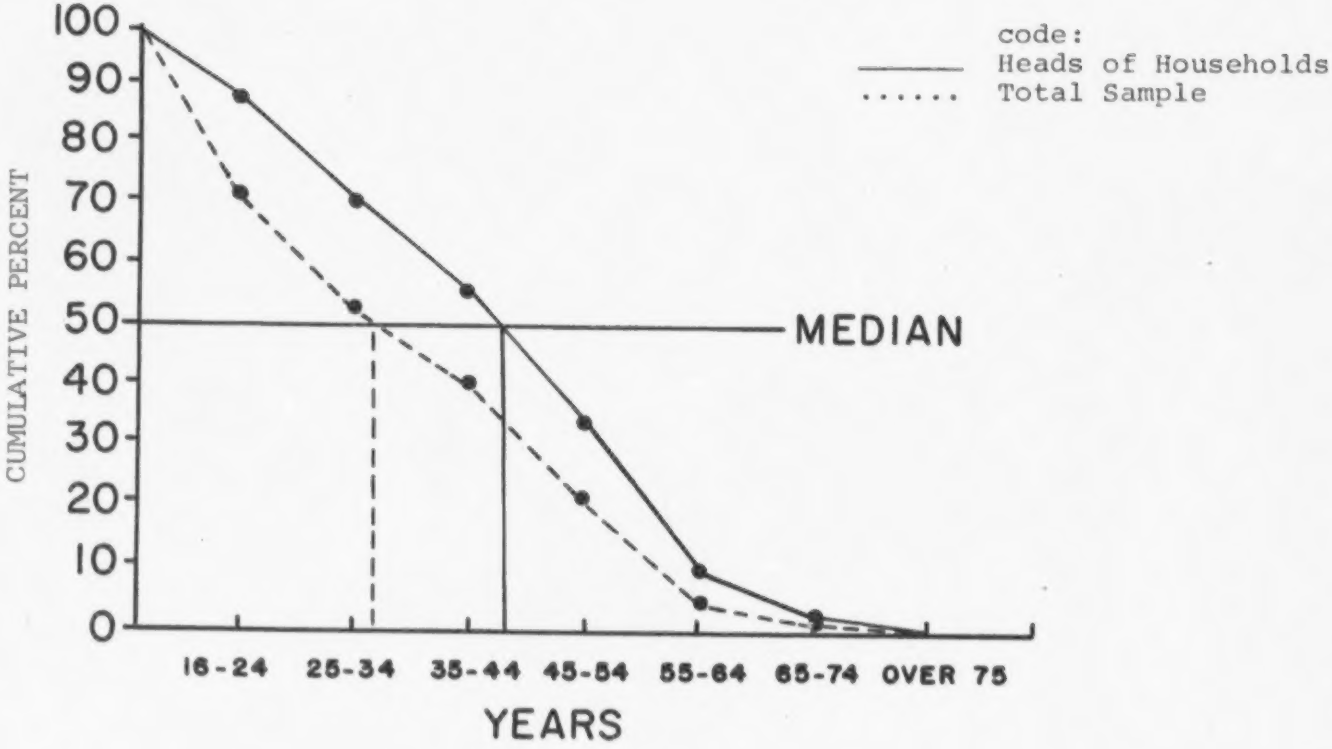

Figure 11. Distribution About the Mean Response of Expressed Desires for Self-enjoyment Training for Heads of Households and for the Total Sample by Age.

Table 21A. Desire for Self-Enjoyment Programs of Total Sample by Age/Sex/Choices

Sex	First Choice								Second Choice								Third Choice								
	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	Grand Total
Male (N=63)																									
Music Lessons				1	1			2	1							1	1							1	4
Music Appreciation	1	1			2			4	1							1	1				1			2	7
Art Lessons	1	1						2	1							1									3
Art Appreciation				1	3			4	1				4			5	1							1	10
Public Speaking	1					1		2	1	1			5			7									9
Literary Reading					1			1	2				2			4									5
Home Improvement		1		1				2	2			1		1		4		1						1	7
Leadership Training	1							1									1			1				2	3
Other	1				1			2	2							2									4

Table 21A. (continued)

Sex	First Choice								Second Choice								Third Choice								
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	Grand Total
Female (N=129)																									
Music Lessons	1	2	2	2			1	8	1							1									9
Music Appreciation	2	2	1					5									1				1			2	7
Art Lessons										1		1		1		3		2	1					3	6
Art Appreciation	2	6		5	4			17	2	1	1	1				5									22
Public Speaking				1		1		2	4	2	2		1	1		10						1	1	2	14
Literary Reading	2	7	4	4	1	1	1	18		1		3				4	2		1	1				4	26
Home Improvement	1	1		1				3	1	1					1	3	1			1	1			3	9
Leadership Training	1		1		1			3			2	1				3									6
Other	1	1	2	1		1		6			1	1	1			3	1							1	10

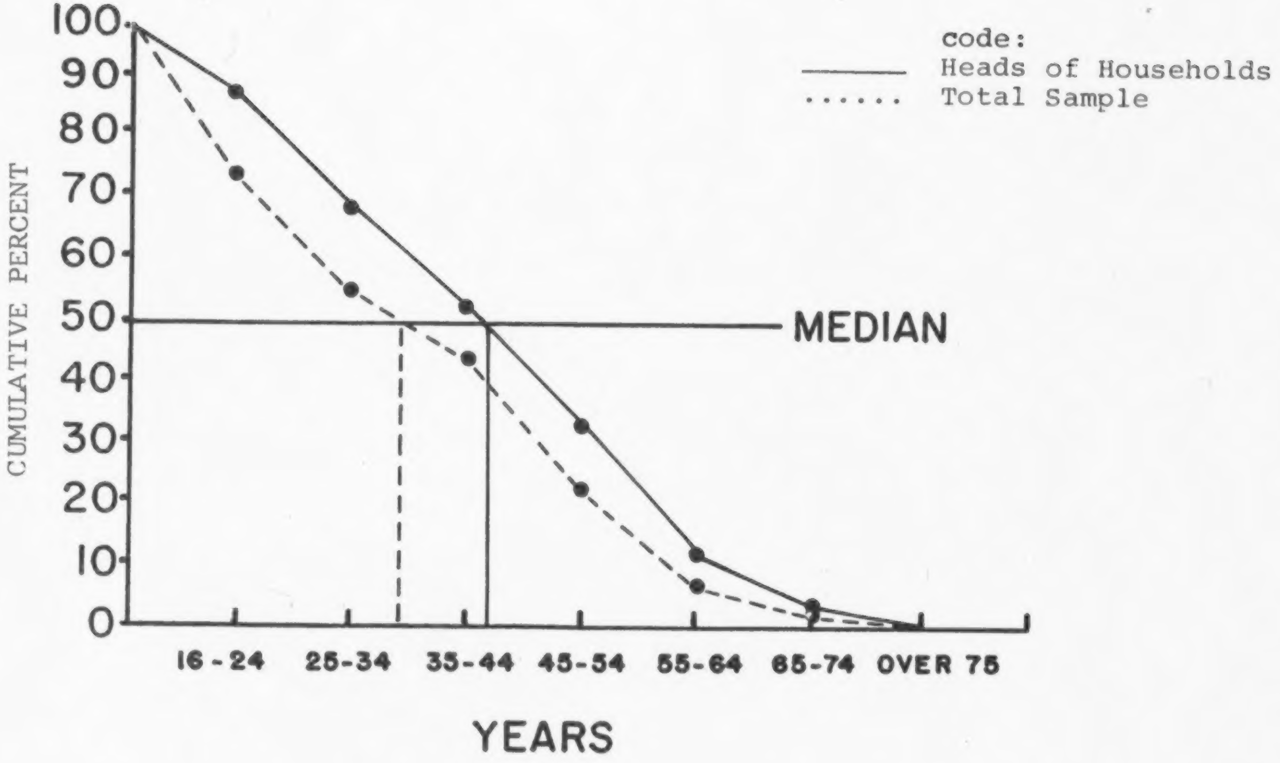

Figure 12. Distribution About the Mean Response of Expressed Interests in Community Development Programs for Heads of Households and for the Total Sample by Age.

In terms of the total sample, 40 percent (25 of 63) of all males and 45 percent (58 to 129) of all females were interested in community development, with a median age of 35 to 44 years as viewed in Table 22. It is interesting to note that the younger age groups have interests in community development comparable to older age groups. However, although a large proportion (45%) of the sample is interested in improving the community, successful program development depends largely on recruitment of those who have expressed a participatory interest.

Table 22. Interests in Community Development Programs of Total Sample by Age/Sex

Sex		Responses							
Male (N=63)	No	4	2	1	6	2	1	3	19
	Yes	10	3	1	3	7	1		25
Female (N=129)	No	2	4	4	4	7	6	4	31
	Yes	11	13	10	14	5	3	2	58
Age (N=192)		16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

There was not a large number of community-development programs identified; however, suggested were: social work, recreational programs, and neighborhood action programs. Needless to say, there are other programs that have not as yet been identified; but information derived from this study will provide a valuable base for developing neighborhood education programs.

Times Convenient for Training

Table I in Appendix I, provides data relevant to the selection of times to offer training programs relative to heads of households. In terms of total sample preferences, 43 percent of all respondents (32 of 192) prefer evenings training, with weekends and afternoons second and third choices as 20 percent and 19 percent respectively (shown in Table 23). Because of the traditional utility of weekend hours primarily devoted to leisure and the possibility of conflicts with afternoon scheduling, response tendencies are strongly suggestive of evening training.

Table 23. Best Time for Training Responses of Total Sample by Age/Sex

Sex	Responses							
Male (N=63)								
Morning	1			1	2			4
Afternoon	4			1	1			6
Evening	5	3		1	1			10
Weekends						1		1
Any Hour					1			1
Female (N=129)								
Morning	2	2	1	2	1			8
Afternoon	1	1	1	4	2			9
Evening	6	9	3	3	0	1		22
Weekends	2	1	5	3	2			13
Any Hour						1		1
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Availability of periods of time for training poses a problem for those interested in participating in any type of educational program unless they are currently in school and training is a part of their scheduled curriculum. Investigation of the potential number of hours available to those interested in training (see Table 24 below), shows that from two to five hours per week is preferable to 65 percent of heads-of-households and 71 percent of all respondents. Therefore, combining the best time and the number of hours available, the data is suggestive of 2 to 5 hours of training, scheduled for evening enrollment.

Table 24. Availability Responses for Training of Total Sample by Age/Sex

Sex	Responses							
Male (N=63)								
Full Time (40 hrs.)	1							1
Half Time (20 hrs.)	2			1	3			6
5 Hours per Week	1	1		1	1			4
2 Hours per Week	3	1		1	1	1		7
Female (N=129)								
Full Time (40 hrs.)	2	2		1				5
Half Time (20 hrs.)	1	1	1	2	2			7
5 Hours per Week	5	6	1	3	2	1		18
2 Hours per Week	2	3	6	5				16
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The primary purpose of this survey was to provide data to the Neighborhood Continuing Education Program in Savannah as concern the "felt" needs and attitudes of the residents it endeavors to serve. By incorporating this information into programming, the N.C.E.P. will be able to provide necessary personnel, resources, and facilities to meet these expressed needs. In addition, this study was intended to (1) assist educational agencies in evaluating educational programs more adequately and in planning for such programs as inclusive of all potential residents; (2) offer information to appropriate agencies for increased efficiency in teaching methods, organizational procedures, and use of available resources; and (3) provide foundation information (data points) to make necessary adjustments for meeting the growing and changing needs of the disadvantaged.

For this survey, a questionnaire was developed and administered to a sample of residents in the Model Cities area by students of the member colleges of the consortium (University of Georgia, Savannah State College, and Armstrong College). The questionnaire can be divided into three broad categories: general description, attitudes, and expressed desires (needs).

General Description

The section on general description presented a statistical profile on sample heads-of-households. Approximately three-fourths of the respondents were 35 years of age and older while about 20 percent were from 16 to 34 years old. Almost 61 percent of the sample heads-of-households was female. Over one half of the respondents had less than a ninth-grade level of formal education, with approximately 19 percent of the sample having less than a third-grade level of education. Some 42 percent of the sample gave responses of $3,000 or less as total household income, while 22.5 percent refused to respond to the question. Occupational findings indicated that there were 40 percent of the sample heads-of-household unemployed. While the breakdown showed various distributions of occupations, the categories of semi-skilled, service, and laborer, showed the heaviest concentration.

General Description: Moderating Variables

This section of the general description category presented analyses of variables which may moderate the relationships among the demographic variables and expressed needs. Using "weighted" scales and indices, it was found the social participation of the responding heads-of-households was very low. That is, 64 percent of the respondents rated between 0 (no affiliations in groups or organization) to 5 (one group or organization membership). The majority of respondents (approximately 70%) listed membership in a church. The moderating variable of political participation was shown to be very interesting in that approximately 50 percent of the responding heads-of-households ranked from medium to high on that scale. However, it was found that 34 percent of the sample was not registered and received a score of 0. The level of living variable, which was a ranking of possessions of items listed, indicated a mean possession of 6 items (out of 13). Usually the items that were lacking included: dishwasher, air-conditioning, washing machines, central heating, home freezers, vacuum cleaners, and automobiles. Thus, while some affluence was indicated (9-11 household possessions) the impact of poverty incomes was apparent.

Moderating variables of dispair, uncertainty and loneliness (alienation) were investigated and resulted in about 19 percent of the sample heads-of-households ranking high in these categories. For both males and females, the mean alienation score in the 16 to 24 age bracket was higher than any other age group. This may indicate despair or perhaps frustration at starting out as young homemakers. While the total mean score for males was slightly different from females, it was generally believed that male heads-of-households are faced more often with situations where discrepancies between aspirations and achievements are present.

Primary and Moderating Variables

When analyzed for significant relationships, the level of income showed independence from political and social participation, total alienation, and level of living. Political participation was found to be independent of level of alienation but significantly related to social participation at the .05 level and level of living (.01). This is suggestive that, as respondents participate more politically, contact with others in political efforts may result in a greater awareness of living conditions, which in turn could lead to attempts to increase standards of living although such attempts might require expenditures in excess of current incomes.

While the number of years of formal education does not significantly discriminate in terms of level of living and total alienation, significant differences were noted, however, between years of formal education and political and social participation. Closer inspection of these relationships leads to the conclusion that as the number of years of formal education increases, political and social participation increase also, while social isolation tends to decrease. It may also be surmised that lower levels of education are associated with lower confidence in skills of social interaction, i.e., the feeling of being socially isolated from the activities of his environment are increased as educational levels are low.

Expressed Educational and Other Needs

To aid in programming educational and other training services, the questionnaire was designed to solicit responses from the total sample concerning the desire for training and type of training desired. General categories covered were Basic Education, Vocational Education, Family and Life-Adjustment, Self-Enjoyment, and Community Development as well as open-ended questions to provide for inclusions not covered by the general categories. In addition, priorities were requested, for there was a recording of responses based on choices (1st, 2nd, 3rd, etc.). It was found that 47 percent of all the respondents indicated a desire for some type of training. The female respondents expressing a desire in some type of training (48%) had a median age range of 35-44, while the median age range for the total sample was from 45-54 years.

The two most prominent obstacles were income (28%) and health (17%) related problems. Moreover, females felt more obstacles than males as 46% of all females were able to identify obstacles, while only 35 percent of all males identified specific barriers to training.

It is apparent that basic educational skills should be an integral part of any offerings of training programs. Of the total sample responses given for desire for basic education, 31 percent indicated a desire for it. The desire for some type of vocational training was expressed by approximately 37 percent of the total sample, with 30 percent of the males and 40 percent of the females indicating a desire. Categories of training showed that 33 percent of the total sample expressed interest in training preparations for health occupations. Of the remaining categories 54 percent concentrated responses for training around home economics, business and office occupations, and trades and industry.

Education and training in the area of family and life-adjustment is given direction by the fact that 45 percent of the total sample responded "yes" for desire for training in this area. The areas most mentioned were: sewing, 18 percent; home maintenance, 14 percent; home-medical care, 14 percent; child care, 13 percent; money management (budgeting), 12 percent; nutrition, 11 percent, and pest control, 9 percent to mention a few. There was no prominent demand for any one specific program, although those that were responded to mostly were influenced by the large percentage females responding in this category.

Programs aimed at self-enjoyment are given impetus by the fact that 44 percent of all males and 40 percent of all females responded "yes" for interest in self-enjoyment programs, with a modal-age range of 45-54 years. Of the total sample desiring self-enjoyment training (43%), an interesting category: literary expositions ranked high with 19 percent. Responses of interest in community development programs ranged from 40 percent of all males to 45 percent of all females, with a median age-range of 35-44 years. There was not a large number of community development programs identified; however recreational and neighborhood action programs received several mentions in open-ended questions.

Conclusions

Based on the findings of this study involving 120 heads-of-households and 72 additional members of these households, the following conclusions are reached concerning aspirations (needs) and achievements as they are related to programming for the Neighborhood Continuing Education Program of Savannah, Georgia:

1. The greatest participation orientation as shown by political and social participation scores and interests in programs appears to be among those respondents under the age of 45 years. Young adults indicated a lower desire for training. The median-age was in the 35-44 age category.

2. Women respondents in the Model Cities area appear to have a greater interest in some type of training, especially adult basic education (33% of all females to 29% of all males).

3. Job training is a significant felt need as approximately one third of all respondents indicated a desire for vocational training. Of the total responding in this category 40% were females.

4. Of the respondents employed who had had vocational training (26%) less than half are still working in the area in which they were trained, and most responded that they were dissatisfied with their present position. Of those employed responding to felt obstacles to changing employment, 60 percent indicated education and training as barriers.

5. Of the total respondents, 45 percent and 44 percent indicated a desire for family and life adjustment programs and self-enjoyment programs respectively. Again, female respondents were slightly higher than males. Programs designed for home maintenance and home improvement showed high priorities.

6. Although there was not a large number of community development programs specified, 45% of the total respondents indicated interests in programs designed to improve the community.

7. The findings of high interest in training programs and a relatively low history of actual participation suggests that the residents are keenly aware of discrepancies between aspirations and achievements. This is reflected in the mean alienation scores (despair) being particularly high in the younger (16-24) and the elderly age categories.

In addition to the above conclusions several of the directional hypotheses were accepted. They are:

1. As the level of formal education increases positive attitudes toward education and job training rises. It was found to be significant at the .05 level that a "felt" need toward continuing education was related to actual level of education.

2. Positive attitudes toward participating in educational and job-training programs were greater among those employed. With 60 percent of the (employed) sample indicating education and training as barriers to job changes, those respondents also listed desire for job training as a means for achievement.

Implications

The relatively high level of interests in education and job training among adults residing in the Model Cities area of Savannah is an important implication for agencies conducting programs of this nature. The fact that far more adults are interested in adult education and job training than have participated offers a challenge to the various agencies.

Research studies such as this one shed but a dim light compared to the potential avenues only partly uncovered here. Further research might explore such questions as: Why is there a lack of actual participation in view of high stated interests? Are facilities in such a location or of such a form that they will be used by adults residing in the area? And are the educational and job training programs in the area (or state) compatible with the felt needs of the residents examined in this research? Are the methods and approaches to instruction and training adequate to provide motivation for adults in the Savannah Model Cities Area?

Still further research is needed to offer (longitudinally) a basis for evaluation and future planning. Research of this nature as planned here should cover the impact of programs on the individual family, and the community at large. A determination of certain underlying values, attitudes, goals, needs and level of aspiration of adults residing in the Model Cities area of Savannah, such as this study attempted to do, could possibly lead to long-range approaches to motivating this group to become "fuller" citizens.

Some of the implications of this study are as follows:

1. The fact that more women than men in the Model Cities area are interested in adult education and job training suggests that employers and educational job training agencies need to emphasize jobs and training opportunities for this group. Active participation may be

enhanced if supervised child-care programs were provided by educational agencies and employers.

2. Considering the high level of interest shown by respondents, and considering that a great many had incomes below $3,000, steps should be taken by educators to remove those social and economic barriers to participation. Many respondents listed cost as a barrier to training.

3. Adult educators must recognize the challenge of involving a high percentage of nonparticipation-oriented low-income adults, and the methods and approaches must be modified to accommodate this group.

4. The fact that a third of all the respondents (employed and unemployed) expressed an interest in education and job training programs suggests that a more systematic linkage should be made among educational agencies, employment agencies, and employers. For instance, while on the job-training is given, a certain portion of training time could be devoted to some form of basic education.

5. A fairly large percentage of the sample respondents are above age 55. This suggests that the council for aging program activities of a training nature to reach this group. Programs and training designed to encourage participation would enhance the overall community's participation.

6. One of the outstanding implications of this study is the justification and need for an agency located in the immediate area to serve as coordinator for expressed felt needs on the one hand and dissemination of resources on the other. An agency like the Neighborhood Continuing Education Program of Savannah will need to have "on hand," a profile of residents and their expressed needs. This would mean a data card of some sort bearing information on type of training, age, and other pertinent information on a large number of residents. This would facilitate delivery of those services desired.

7. Obviously, traditional "canned" programs of training have not been too successful. Many

respondents have participated in some form of adult education and job training programs, but results of those activities have been somewhat lacking. Perhaps particular attention should be given to new and innovative methods of delivering these programs. One idea is to use paraprofessionals on an individualized basis in small group settings in the home or at least outside traditional educational facilities. With the aid of "data cards," programs can be offered (as expressed by residents) only to those who specifically requested those programs, at a time and in a manner that best benefits the recipients. Neighborhood groups and/or block clubs would serve as cores for the beginning of this type of delivery.

8. Earlier mention was made to cooperation between business, educational agencies and employers. Specifically, an expansion of incentive or work study programs designed to assure greater incomes as higher educational levels are reached. And also, some arrangement should be made, whereby assistance (financial) be given residents while they are achieving higher educational attainments.

9. To aid in stabilizing the community, an innovated program in leadership development and community development is indicated as a felt need. Programs designed for the residents in the area should increase participation as well as a general awareness of community problems and possible avenues for solutions to those problems.

10. For a total attempt at reaching and motivating the residents in the area, the various media available to the area, should specifically direct and program offerings for that community. A neighborhood "Sesame Street" or some notion like this would have great impact on that segment of the community.

11. Not last, but equally as important, the need for the establishment of counseling programs aimed at assisting adults residing in the area is a must. Counseling that includes the consideration of various problems that may be peculiar to that group, these problems by necessity would include education and job-training opportunities.

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APPENDICES

APPENDIX I

ADDITIONAL DATA

Table A. Desire for Training of Heads of Households by Age/Sex

Sex		Responses							
Male (N=47)	No Yes	1 5	3 3	1 1	6 4	5 7	4 1	4 0	24 21
Female (N=73)	No Yes	 2	1 9	6 6	4 9	9 5	5 5	4 1	29 37
Age (N=120)		16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Table B. Some Types of Desired Training of Heads of Households by Age/Sex

Sex	Responses							
Male (N=43)								
Adult Basic		1		1				2
Job Training	4	1	1	2	4			12
Homemaking	1			1	1			3
Leadership Training		1				1		2
Female (N=73)								
Adult Basic		1		1	2	1		5
Job Training	1	5	4	2	2			14
Homemaking	1	3	4	6	1	3		18
Self Enjoyment					1	1	1	3
Neighborhood and Community Development		1						1
Age (N=120)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Table C. Obstacles to Desired Training as Listed by Heads of Households by Age/Sex

Sex	Responses							
Male (N=63)								
Income	3	1	1	1	1			7
Health				1	2			3
Age						2		2
Employment	1							1
Lack of Education	1							1
Currently in School		1						1
Unaware of Program		1			1			2
Time Limitation					1			1
Female (N=129)								
Income	1	3	1	1				6
Health		1	2	1	3	2		9
Age					1			1
Employment				1				1
Lack of Education			1	1				2
Currently in School		1			1			2
Unaware of Program	1	1		1	1	1		5
Home Responsibilities		2	1					3
Transportation						1		1
Program Availability			2	1				3
Time Limitation		2	1	3	1		1	8
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Table D. Desire for Adult Basic Education of the Heads of Households by Age/Sex

Sex		Responses							
Male (N=63)	No	2	3	1	4	1	1	1	14
	Yes	3	1	1	2	6	2	0	15
Female (N=129)	No	0	3	6	4	0	4	3	20
	Yes	2	5	3	3	7	2	1	23
Age (N=192)		16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Table E. Type of Job Training Selection of Heads of Household by Age/Sex/Choices

Sex	First Choice								Second Choice								
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	First Choice Total	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Second Choice Total	Total Responses
Male (N=63)																	
Business & Office		1				1		2					1			1	3
Distributive Education																	
Health Occupations	1			1	1			3	1							1	4
Home Economics	1				2			3	1							1	4
Technical Education	1			1				2		2	1		1			4	6
Trades & Industry	2	1	1	1	1			6	1			2	2			5	11
Vocational Agriculture											1					1	1
Female (N=129)																	
Business & Office	1	1					1	3		1			1			2	5
Distributive Education						1		1	1	1			1			3	4
Health Occupations			5	4	2	1		12		3	3	3	1			10	22
Home Economics	1		3	1	3	4		12		2		1	2	1		6	18
Technical Education					1			1									1
Trades & Industry										1		1				2	2
Vocational Agriculture																	

Table F.1. Desire for Family-Life Adjustment Training for Heads of Households by Age/Sex

Sex		Responses							
Male (N=63)	No Yes	1 3	2 2	1 1	5 3	1 8	2 1	2 0	14 18
Female (N=129)	No Yes	0 2	2 8	6 5	1 10	5 6	6 3	3 2	22 36
Age (N=192)		16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Table F2. Desire for Family-Life Adjustment Training for Heads of Households by Age/Sex/Choices

Sex	First Choice								Second Choice							
Age (N=129)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses
Male (N=63)																
Money Management		1	1	1	1	1		5	2				1			3
Home Medical Care					1			1				1	1			2
Home Decorating													1			1
Sewing	1	1						2								
Nutrition					1			1					1			1
Home Maintenance	2			1	4			7	1		1	1	1			4
Pest Control				1				1		1		1				2
Family Planning																
Child Care	1							1								
Female (N=129)																
Money Management					2			2			2	1				3
Home Medical Care			1	3	1	1	1	7			1	3				4
Home Decorating		2			1			3	1	1						2
Sewing		3	1	2		1	1	8		2	2	2	3			9
Nutrition	1			1				2			1		2	1		4
Home Maintenance		1		1				2					1			1
Pest Control			1		1	1		3		1				1		2
Family Planning										1	1					2
Child Care	1	2	4	2	1			10		1						1

Table F2. (continued)

Sex	Third Choice								Fourth Choice								
Male (N=63)																	
Money Management																	8
Home Medical Care									1				1			2	5
Home Decorating									1							1	2
Sewing	1							1									3
Nutrition	1							1									3
Home Maintenance		1		1				2									13
Pest Control					2			2									5
Family Planning																	
Child Care													1			1	2
Female (N=129)																	
Money Management						1		1	1							1	7
Home Medical Care										1						1	12
Home Decorating		1			1			2									7
Sewing				1				1					1			1	19
Nutrition		1	1		1			3		1						1	10
Home Maintenance		1						1									4
Pest Control												1				1	6
Family Planning																	2
Child Care				1				1					1	1		2	14
Age (N=129)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	Grand Total

Table G.1. Desire for Self-Enjoyment Programs of Heads of Households by Age/Sex

Sex		Responses							
Male (N=63)	No Yes	1 5	1 3	1 0	6 3	1 8	2 1	2 0	14 20
Female (N=129)	No Yes	1 1	4 6	4 7	3 8	6 4	5 3	4 1	27 30
Age (N=192)		16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Table G2. Desire for Self-Enjoyment Programs of Heads of Households by Age/Sex/Choices

Sex	First Choice								Second Choice								Third Choice								
	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	Grand Total
Male (N=63)																									
Music Lessons				1	1			2																	2
Music Appreciation	1	1			2			4									1				1			2	6
Art Lessons	1	1						2																	2
Art Appreciation				1	3			4					4			4									8
Public Speaking	1					1		2	1	1			5			7									9
Literary Reading					1			1	1				2			3									4
Home Improvement		1		1				2	1			1		1		3		1						1	6
Leadership Training	1							1									1			1				2	3
Other	1				1			2																	2

Table G2.(continued)

Sex	First Choice								Second Choice								Third Choice								
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses	Grand Total
Female (N=129)																									
Music Lessons		1	1	1			1	4																	4
Music Appreciation		2	1					3													1			1	4
Art Lessons												1		1		2			1					1	3
Art Appreciation		4		4	4			12	1		1	1				3									15
Public Speaking				1		1		2		2	2		1	1		6						1	1	2	10
Literary Reading		6	3	2	1	1	1	14		1		2				3			1	1				2	20
Home Improvement		1		1				2		1					1	2	1				1			2	6
Leadership Training			1		1			2			1					1									3
Other	1		1	1		1		4			1	1	1			3									7

Table H. Interests in Community Development Programs of Heads of Households by Age/Sex

Sex		Responses							
Male (N=63)	No	2	2	0	5	2	1	3	15
	Yes	4	3	1	3	7	1	0	19
Female (N=129)	No	0	2	4	2	6	6	3	23
	Yes	2	8	7	8	5	3	2	35
Age (N=192)		16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Table I. Best Time for Training Responses of Heads of Household by Age/Sex

Sex	Responses							
Male (N=63)								
Morning				1	2			3
Afternoon	1			1	1			3
Evening	3	3		1	1			8
Weekends						1		1
Any Hour					1			1
Female (N=129)								
Morning		1	1	1	1			4
Afternoon		1		2	2			5
Evening		6	3	2		1		12
Weekends	1		4	2	2			9
Any Hour						1		1
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

Table J. Availability Responses for Training of Heads of Households by Age/Sex

Sex	Responses							
Male (N=63)								
Full Time (40 hrs.)								
Half Time (20 hrs.)	1			1	3			5
5 Hours per Week	1	1		1	1			4
2 Hours per Week	1	1		1	1	1		5
Female (N=129)								
Full Time (40 hrs.)		2						2
Half Time (20 hrs.)	1	1	1	2	2			7
5 Hours per Week		4	1	1	2	1		9
2 Hours per Week		1	4	3				8
Age (N=192)	16 to 24 Years	25 to 34 Years	35 to 44 Years	45 to 54 Years	55 to 64 Years	65 to 74 Years	75 Years and Above	Total Responses

APPENDIX II

SELECTED QUESTIONS AND TRAINING MANUAL

NEIGHBORHOOD EDUCATIONAL SURVEY
SAVANNAH MODEL CITIES
SAVANNAH, GEORGIA, 1971

IDENTIFICATION CODES

INTERVIEWER:____________________ INTERVIEW NUMBER:____
DATE OF INTERVIEW:__________ LENGTH OF INTERVIEW:__________
EDITOR:____________________ CODER:____________________

NUMBER OF CALL				
HOUR CALLED				
REASON FOR NOT GETTING INTERVIEW				
Not at Home				
Refusal				
Busy time of day				
Other				

1. UNIQUE HOUSEHOLD NUMBER:__________

2. RACE:__________________

INTERVIEW INTRODUCTION:
(a) NAME
(b) REPRESENTING: Savannah Neighborhood Continuing Education Program
(c) PURPOSE
(d) CONFIDENTIAL NATURE OF ALL INFORMATION

READ TO ALL RESPONDENTS: It is your privilege in agreeing to assist us with this questionnaire not to answer any question that may be against your wishes.

In this study, most of our questions are asked of the person considered to be the head of the household or family. In addition, I have a few questions toward the end of the interview to ask of all persons in the household who are 16 years of age or older.

FAMILY COMPOSITION

First, I would like to ask you some questions about your family.

3. Who is considered to be the head of the household?

______________________ ______________________
NAME POSITION

4. How many people live in this household?__________

5. How many of these household members are 16 years old or older?__________

6. Do you have a telephone? ____(1) Yes ____(2) No
IF YES, what is your number?__________

7. We may wish to talk with you again in the next two or three years to see how your family's life might have changed. Is there a close relative or friend, with an established residence, who always will know where you can be reached?
NAME__________
ADDRESS__________
TELEPHONE__________

NEIGHBORHOOD AND COMMUNITY

People have different ideas about the problems or needs of their neighborhood.

8. Would you please tell me what you consider the most important needs which should be taken care of in this neighborhood to make life better here for your family and neighbors?

9. Of all the needs that you have named for this immediate neighborhood, which one need would you say is the most important? (INTERVIEWER, REVIEW NEIGHBORHOOD NEEDS.)

10. As a place to live, how do you feel about this neighborhood? That is, is it a:
___(1) Good Place
___(2) Above average place
___(3) Average place
___(4) Below average place
___(5) Poor place

11. Would you like to move from your present home?
___(1) Yes
___(2) No
___(3) No response or don't know

IF ANSWER IS NO, SKIP TO QUESTION 14.

12. Where would you like to move?
___(1) Another dwelling in this neighborhood
___(2) To another neighborhood in Savannah or Chatham County
___(3) To a nearby or adjoining county
___(4) Elsewhere in Georgia
___(5) To another state. Specify:____________________
___(6) Other? Specify:____________________________
___(7) No response or don't know

13. IF YES TO 11, what has prevented you from moving before now?
____
____
____

FAMILY INCOME

Now I would like to ask some general questions concerning your total household (family) income from all sources.

14. What was the approximate total income from all sources for all members of your household in 1970?
___(1) Under $1000
___(2) $1000 to $2999
___(3) $3000 to $4999
___(4) $5000 to $6999
___(5) $7000 to $9999
___(6) $10,000 and over
___(7) No response or don't know

15. ABOVE THE POVERTY LINE
___(1) Yes
___(2) No
___(3) No response

OFFICE USE ONLY

16. How satisfied are you with your present household income?
___(1) Very Satisfied
___(2) Satisfied
___(3) Dissatisfied
___(4) Very Dissatisfied
___(5) Uncertain, no response, or don't know

POLITICAL PARTICIPATION

17. Are you a registered voter?
___(1) Yes
___(2) No
___(3) No response or don't know

IF "NO" FOR THE HEAD OF HOUSEHOLD, ASK QUESTION 18.
IF YES TO 17, SKIP TO QUESTION 19.

18. What keeps you from registering? (DO NOT READ RESPONSES)
___(1) Not interested in voting.
___(2) Afraid to register
___(3) Not enough time to register or vote
___(4) Registration is difficult
___(5) Do not have transportation to polls
___(6) Poor health
___(7) Don't know how to get registered to vote
___(8) Doesn't do any good to vote
___(9) Others; Specify________________________________
___(10) Don't know or no response

19. Did you vote in the last election for governor in November of 1970, when Carter ran against Suit?
___(1) Yes
___(2) No
___(3) Don't remember or don't know

20. Did you vote in the last city election for Mayor?
___(1) Yes
___(2) No
___(3) Don't know or don't remember

21. Have you campaigned for a political candidate in the past three years?
___(1) Yes
___(2) No
___(3) Don't remember or don't know

22.

POLITICAL PARTICIPATION SCORE:__________

SOCIAL PARTICIPATION

ADDRESS THE FOLLOWING QUESTIONS TO THE HEAD OF HOUSEHOLD.

Now I would like to ask you about the groups and organizations to which you belong.

1. Do you belong to a ______________ organization?
2. IF YES, may I ask the name of the organization?
3. How often do you attend meetings of this organization?
   ___(1) All of the meetings (Over 75%)
   ___(2) Majority (More than 50%)
   ___(3) Often (25% to 50% of the meetings)
   ___(4) Seldom (Less than 25%)
   ___(5) Never
4. Are you an officer or committee member in this organization?
   IF YES, what is your position in the organization?

TYPE	NAME OF ORGANIZATION	Number of Meetings Attended	Committee or Office
Church or Religious			
School or Educational			
Civic or Service			
Occupational Professional or Union			
Lodges			
Civil Rights or Negro			
Veteran or Patriotic			
Planning or Advisory Committees, Boards, Councils			
Other			

23. SOCIAL PARTICIPATION SCORE FOR HEAD OF HOUSEHOLD: ____________________

LEVEL OF LIVING

Next, I would like to ask about the conveniences that you have in your home. Of the following items, which do you have?

24. Telephone (1) Yes (2) No
25. Automobile (1) Yes (2) No
26. Refrigerator (1) Yes (2) No
27. Home Freezer (1) Yes (2) No
28. Power Washer (1) Yes (2) No
29. Television (1) Yes (2) No
30. Automatic Dishwasher (1) Yes (2) No
31. Bath or Shower (1) Yes (2) No
32. Daily Newspaper (1) Yes (2) No
33. Electric or Gas Stove (1) Yes (2) No
34. Air Conditioning (1) Yes (2) No
35. Central Heating (1) Yes (2) No
36. Vacuum Cleaner (1) Yes (2) No
37. How many rooms does your family have in which to live in this dwelling? Do not include bathrooms or closets.______________

38. ROOM RATIO TO HOUSEHOLD SIZE: __________

39. How well satisfied is your family with the conveniences you have in your home? Are they:
___(1) Very Satisfied
___(2) Satisfied
___(3) Dissatisfied
___(4) Very Dissatisfied
___(5) Don't know or no response

40. LEVEL OF LIVING SCORE: ____________

ATTITUDE
(ANOMIE)

I am now going to make some statements of the way some people look upon life. From the way you feel about these statements, please answer by agreement or disagreement. (ASK THE RESPONDENT TO STATE HIS LEVEL OF AGREEMENT ON THE FOLLOWING SCALE.)

A Strongly agree
a Agree
U Uncertain
d Disagree
D Strongly disagree

41. Most people today seldom feel lonely. (I)
A__ a__ U__ d__ D__

42. I sometimes find myself compelled to do things for others although I seldom get anything in return. (P)
A__ a__ U__ d__ D__

43. People's ideas are changing so rapidly today that I wonder if we will ever have anything concrete to depend on. (N)
A__ a__ U__ d__ D__

44. It is as easy now as ever to find sincere friendship. (I)
A__ a__ U__ d__ D__

45. It is frightening to be responsible for the development of a young child. (P)
A__ a__ U__ d__ D__

46. With things changing so rapidly in today's world, there are not any definite rules to live by. (N)
A__ a__ U__ d__ D__

47. I often wonder what the meaning of life really is. (N)
A__ a__ U__ d__ D__

48. There is little that I can do to prevent a "major shooting war." (P)
A__ a__ U__ d__ D__

49. The world in which we live is basically a friendly place. (I)
A__ a__ U__ d__ D__

50. There are so many decisions that must be made today that I sometimes become confused or mixed up. (P)
A__ a__ U__ d__ D__

51. With things changing so rapidly in today's world, the only thing that a person can be sure of is change itself. (N)
A__ a__ U__ d__ D__

52. There are few dependable ties between people any more. (I)
A__ a__ U__ d__ D__

53. It is not always necessary for a fellow to get a break in order to get a promotion on the job. (P)
A__ a__ U__ d__ D__

54. With so many religions existing today, one doesn't know which one to believe. (N)
A__ a__ U__ d__ D__

55. Life is so fixed in today's world that there is not much room for choice even in personal matters. (N)
A__ a__ U__ d__ D__

56. People are just naturally friendly and helpful. (I)
A__ a__ U__ d__ D__

57. Based upon the current state of affairs, the future looks hopeful. (P)
A__ a__ U__ d__ D__

58. I would like to visit friends more often than I presently have the opportunity to. (I)
A__ a__ U__ d__ D__

ANOMIE SCORES:
59. POWERLESSNESS: ____________
60. NORMLESSNESS: ____________
61. SOCIAL ISOLATION: __________
62. TOTAL: ____________

ATTITUDE TOWARD EDUCATION

63. How important is education to getting along in life?
__(1) Very Important
__(2) Important
__(3) Doesn't make much difference
__(4) A waste of time and money
__(5) No response or don't know

64. How important is it for a community to provide special training opportunities for adults?
__(1) Very Important
__(2) Important
__(3) Doesn't make much difference
__(4) A waste of time and money
__(5) No response or don't know

65. Concerning your own education (HEAD OF HOUSEHOLD), how satisfied are you with the amount of education that you have had?
__(1) Very Satisfied
__(2) Satisfied
__(3) Dissatisfied
__(4) Very Dissatisfied
__(5) No response or don't know

66. How much education will your children need to have a successful life in today's world? That is, do they need
__(1) Grammar School
__(2) High School
__(3) College Education
__(4) Not applicable or don't know
__(5) Other (Vocational Training)

67. GRADE DIFFERENCE BETWEEN HEAD OF HOUSEHOLD AND ASPIRATIONS FOR CHILDREN: ____________________
68. ATTITUDE TOWARD EDUCATION SCORE: ______________

69. Before this interview were you familiar with the Neighborhood Continuing Education Program of which Mr. Clifford Hardwick is the Director?
___(1) Yes
___(2) No
___(3) No response or don't know

IMPORTANT NOTE TO INTERVIEWERS:

THE TABULAR QUESTION FORM THAT FOLLOWS IS TO BE ADMINISTERED TO EACH MEMBER OF THE HOUSEHOLD 16 YEARS OLD OR OLDER REGARDLESS OF THE RELATIONSHIP TO THE HEAD. A MEMBER IS QUALIFIED BY RESIDING IN THE HOUSEHOLD MORE THAN 50% OF THE TIME. IT IS VITALLY IMPORTANT THAT YOU INTERVIEW EACH MEMBER OTHER THAN THE HEAD OF HOUSEHOLD IN ORDER THAT A REPRESENTATIVE SAMPLE OF NEIGHBORHOOD RESIDENTS CAN BE DERIVED FOR USE IN THE PLANNING, IMPLEMENTING, AND EVALUATION OF THE PROJECTED PROGRAMS.

FAMILY CHARACTERISTICS

Now, I would like to ask you to give me the names and ages of each member of this household (family) beginning with the chief decision maker, the homemaker, and then each child or member in order of age. (IN ADDITION, DETERMINE OTHER REQUESTED INFORMATION CONCERNING EACH MEMBER.) Now, what is the name of the chief decision maker ......

No.	Name of Each Member of Household	Characteristics			
		Age	Relation to Head	Sex	(1) Marital Status
1.					
2.					
3.					
4.					

(1) Marital Status
    (1) Single
    (2) Married
    (3) Separated
    (4) Divorced
    (5) Widowed

EDUCATION CHARACTERISTICS

(FOR THE REMAINDER OF SCHEDULE ATTEMPT TO INTERVIEW EACH HOUSEHOLD MEMBER LISTED WHO IS 16 YEARS OF AGE AND ABOVE AND NOT CURRENTLY ENROLLED IN SCHOOL, BEGINNING WITH THE HEAD OR PERSON INTERVIEWED IN PREVIOUS SECTIONS OF SCHEDULE). Now, I would like to ask you and each member of your family who are at home some questions about education and training. First, are you presently enrolled in school?

No.	In School (Yes-No) List Grade	If Not, Highest Grade Completed	Have You Had Voc. or Job Training (Yes-No)	If Yes, What Type of Job Training?	Still Working in Trained Skill	If No, Why	Office Code
1.							
2.							
3.							
4.							

(DO NOT READ LIST)

I. Business and Office (bookkeeper, clerk, small business manager, typing, shorthand, office machines)
II. Distributive Education (salesmanship, merchandising, advertising)
III. Health Occupations (practical nursing, nurse's aide, ward servants, hospital orderlies)
IV. Home Economics (sewing, child care, food planning and preparation)
V. Technical Education (drafting, designing, mechanical technology, electronics technology)
VI. Trades and Industry (barber, carpentry, electronics, garage mechanic, machine operations, machinist, auto mechanic)
VII. Vocational Agriculture (farming, etc.)

EMPLOYMENT CHARACTERISTICS

Next, I would like to ask you and each person over 16 years of age in your household some questions about employment.

No.	No.of Jobs Held Last Year	(1) Employment Status	(2) Available for Work	If employed, what do you do? (DESCRIBE)	(3) Office Job Code	(4) Sat. with job	Would you like to change?	What keeps you from changing?
1.								
2.								
3.								
4.								

(1) Employment Status
- (1) Fully employed
- (2) Part-time work
- (3) Unemployed
- (4) Temp. layoff
- (5) Aval. for work
- (6) Other
- (0) No response

(2) Avail. for Work
- (1) In school
- (2) Able to work
- (3) Temp. unable
- (4) Ltd. perm. disable
- (5) Tot. parm. disable
- (6) Home responsibility
- (7) Retired
- (8) Other

(3) Job Code
- (1) Professional
- (2) Technical
- (3) Clerical
- (4) Sales
- (5) Craftsman
- (6) Semi-skilled
- (7) Service
- (8) Laborer
- (9) Homemakers only
- (10) Managerial
- (11) Not employable

(4) Sat. with Job
- (1) Very satisfied
- (2) Satisfied
- (3) Unsatisfied
- (4) Very unsatisfied
- (0) No response

DESIRE FOR TRAINING

Now, I would like to ask you about how you feel toward additional training. First, would you like to have the opportunity for some type of training? (IF YES, WHAT TYPE? IF NO, END THE INTERVIEW FOR THAT RESPONDENT WHO DOES NOT DESIRE TRAINING AND SKIP TO THE NEXT NAME ON THE FAMILY MEMBERSHIP LIST.)

No.	(1) Desire for Training (Yes-No)	If yes, what type? (DESCRIBE--DO NOT READ CODE)	(2) Office Training Code	What keeps you from getting this training?
1.				
2.				
3.				
4.				

(1) Desire for Training
1. Yes
2. No
3. No response or don't know

(2) Office Training Code
1. Adult basic (reading, writing, arithmetic)
2. Job training
3. Homemaking (health skills, family planning, birth control, child care, etc.)
4. Self-enjoyment (music, art, public speaking, dancing, etc.)
5. Neighborhood or community development
6. Leadership training

TYPE OF TRAINING DESIRED

Now, I would like to ask you about your interest in several types of education and training. (ONLY IF RESPONDENT HAS LESS THAN 6 YEARS OF PUBLIC EDUCATION ASK...Would you be interested in learning to improve your reading, writing and arithmetic? (ADULT BASIC) Are you interested in some type of job training? (YES-NO) (IF YES, WOULD YOU BE INTERESTED IN...(READ CODE BELOW) (RANK RESPONDENTS FIRST TWO CHOICES)

No.	(1) Adult Basic	JOB TRAINING	
		(2) First Choice	(2) Second Choice
1.			
2.			
3.			
4.			

(1) Adult Basic
- 1. Yes
- 2. No
- 3. Don't know or no response

(2) Job Training
- I. Business and Office (bookkeeper, clerk, small business manager, typing, shorthand, office machines)
- II. Distributive Education (salesmanship, merchandising, advertising)
- III. Health Occupations (practical nursing, nurse's aide, ward servants, hospital orderlies)
- IV. Home Economics (sewing, child care, food planning and preparation)
- V. Technical Education (drafting, designing, mechanical technology, electronics technology)
- VI. Trades and Industry (barber, carpentry, electronics, garage mechanic, machine operations, machinist, auto mechanic)
- VII. Vocational Agriculture (farming, etc.)

FAMILY AND LIFE ADJUSTMENT TRAINING

Individuals or families may have problems which some type of training could help. I am going to read a list of such training programs. Would you be interested in taking a short course in any of these subjects if they were offered at a time you could attend? (IF RESPONDENT NAMES MORE THAN ONE SUBJECT, HAVE HIM RANK THEM AND LIST THEM IN THE APPROPRIATE COLUMN.)

No.	Desire Training (Yes-No)	(1) First Choice	(1) Second Choice	(1) Third Choice	(1) Fourth Choice
1.					
2.					
3.					
4.					

(1) Life Adjustment Training
  - (1) Money management (budgeting, etc.)
  - (2) Home health and medical care
  - (3) Home decorating
  - (4) Sewing
  - (5) Nutrition (meal planning and preparation)
  - (6) Home maintenance and repairs
  - (7) Insect and/or rat control
  - (8) Family planning and birth control
  - (9) Child care
  - (10) Other
  - (00) Don't know or no response

SELF-ENJOYMENT PROGRAMS

Now, I am going to read a list of self-enjoyment programs which you may be interested in considering. Would you please tell me the ones that you think you might be interested in taking. (IF MORE THAN ONE, RANK BY CHOICE AND LIST.)

No.	(1) Desires Some Type Training	SELF-ENJOYMENT PROGRAMS		
		(2) First Choice	(2) Second Choice	(2) Third Choice
1.				
2.				
3.				
4.				

(1) Desires Training
- (1) Yes
- (2) No
- (0) No response

(2) Self-Enjoyment Programs
- (0) Music lessons
- (1) Music appreciation
- (2) Art, painting, or drawing
- (3) Art appreciation
- (4) How to speak in public
- (5) Literary reading
- (6) Household improvement
- (7) Leadership training
- (8) Other

COMMUNITY DEVELOPMENT AND OTHER INTERESTS

Would you be interested in a training program or an action program for improving your neighborhood or community (Column I)? Would you be interested in any other type of training I have not mentioned (Column II)? As you have displayed an interest in several types of training programs, I would like to ask you when would be the best time for you to take training (CODE, READ TO EACH RESPONDENT).

No.	(1) Interest in Community Development Program	Other Types of Training? (DESCRIBE BRIEFLY IN THE SPACE BELOW)	(2) Best Time to Take Training	(3) Hours per Week
1.				
2.				
3.				
4.				

(1) Interest in Community Development
- (1) Yes
- (2) No
- (0) No response or don't know

(2) Best Time
- (1) Morning
- (2) Afternoon
- (3) Evening (night)
- (4) Weekends
- (5) Any hour (morning or afternoon)

(3) Hours Per Week
- (1) Full-time (40 hrs. per week)
- (2) Half-time (20 hrs. per week)
- (3) 5 hours per week
- (4) Occasionally (2 hours per week)
- (5) Don't know or no response

SAVANNAH EDUCATION PROJECT
Training Program for Student Interviewers
Saturday, October 30, 1971
Payne Hall, Savannah State College

General Session - 8:45 a.m.
Moderator: Dr. Fremont Shull, Project Director

I. "Origin and Development of the Neighborhood Continuing Education Program of Savannah"
Dr. Leonard Hampton
Assistant Director, Program Development of Continuing Education

II. "Relationship of the Neighborhood Continuing Education Program to Model Cities Objectives"
Mr. E. G. Martin, Jr.
Acting Director
Savannah Model Cities Program

III. "Current Programs and Operations"
Mr. Clifford Hardwick, III
Director, Neighborhood Continuing Education Program of Savannah

IV. "Research Overview"
Dr. Harold L. Nix
Associate Project Director

V. Participating Schools
Dr. Dean, Chairman
Division of Social Sciences
Savannah State College
and
Dr. Douglas, Chairman
Department of Psychology
Armstrong State College

VI. "Some Notes on Interviewing"
W. E. Delaper
Student Assistant

VII. Project Administration and Group Assignments
Dub Ashton
Student Assistant

COFFEE BREAK (10 - 15 minutes)

VIII. Small Group Workshops

IX. General Session and Wrap-up

INTERVIEWER'S INSTRUCTION
SAVANNAH EDUCATIONAL PROJECT
Fall, 1971

Model for Introduction

A. NAME, ORGANIZATION, AND SPONSORSHIP

How do you do, I am ________________ a member of the research team from the Savannah Education Project. We are being sponsored by the Neighborhood Continuing Education Program, of which Mr. Hardwick is the director.

B. PURPOSE

As you have probably heard, our community team is here to conduct a study of residents of this neighborhood, to provide information that will help in planning training programs for this area.

C. NATURE OF STUDY

The views will be gathered from a sample of 200 heads of households and every other member in that household who is sixteen years or older and not currently enrolled in school.

D. USE

The results of this study will be made available by the Neighborhood Continuing Education Program. The findings will aid this program in developing projects and programs that you feel are needed.

E. CONFIDENTIAL NATURE

No one who answers this questionnaire will be identified as an individual since we are only interested in what a large number of people think. We will keep your name and address on separate cards in order to notify you of any public meetings which may be organized to present the findings of this study. You may refuse to answer any questions I may ask. There are no right or wrong answers. We only want an accurate description of what residents in this area think.

OTHER INSTRUCTIONS

1. Any lack of understanding of any questions on the part of the interviewer should be discussed with ______________ ______________. Questions which are not generally understood by the respondents or which elicit vague or varying types of answers should be reported.

2. Use the margins of the sheets and the last page to describe special comments which are relevant to specific questions or which are not relevant but may add to the understanding of the community.

3. After each interview is over and you have left the respondent, check the schedule to see that all questions are answered and that the answers are legible and in sufficient detail. This is the time to make comments as to the attitudes, perceptiveness, etc., of the respondent.

4. Inform the respondent when the last schedule question has been asked. Then ask him if he has anything else which he would like to say. After his response, thank him and indicate again that the final report will be available to him through Mr. Hardwick's office.

5. Students should turn over interviews as soon as possible to their professor to review, in order that incorrect procedures may be identified and corrected as early as possible.

6. The responses given are confidential and every precaution should be taken to treat them so. Interview schedules should not be shown to others or be left lying around. Neither should there be loose conversation about the responses received.

Educational and Other Needs of Disadvantaged Adults in a Model Cities Neighborhood of Savannah, Georgia

Interviewer's Training Manual

October 30, 1971

The scope and magnitude of problems confronting our society in its large urban areas place them at the top of the national domestic agenda for solutions. Events related to urban problems have focused attention on what has been called the "crisis of the cities."

High on the list of pressing urban problems is the large concentration of under-educated, unemployed, or under-employed people in the cities who live at bare subsistance levels. Their living conditions pose seemingly insurmountable difficulties to themselves, to their communities, and to the nation. The human consequences are misery, frustration, and despair. The social consequences are growing crime rates, ever-expanding welfare rolls and demonstrations and riots in the streets.

Twenty to fifty million American adults are turning to schools, colleges, libraries, and other organizations for assistance in satisfying their educational needs. These people come from all age groups and walks of life. Although research reveals that older adults can and are willing to learn, those adults in their late twenties or early thirties are the largest group participating in continuing education. Additionally, the tendency is for men and women who have the greatest amount of formal education to engage in adult education. This suggests that adult education may be too formally organized -- that is, education may not be readily available to disadvantaged adults.

In general our traditional adult educational approach has tended to emphasize middle class verbal skills and values and consequently excluded those who could not conform to standards set within the framework of the educational program. As a result, adult education has tended to attract those who perhaps needed it the least. Programs are needed that are compatible with the life styles and attainments of lower socio-economic classes. This does not mean reinforcement of all facets of existing life patterns but to build upon them. However, a prerequisite to offering educational programs is the determination of specific needs. Programs of "free choice participation" are successful only to the extent they focus on and help meet (perceived) personal, family, group and community needs. Therefore, of primary concern to this study is identification of needs, upon which meaningful educational programs can be planned, implemented, and evaluated.

Armstrong State College, Georgia Southern College, Savannah State College, and the University of Georgia have joined together as cooperating institutions for the purpose of developing educational and vocational counseling programs to attempt to alleviate many of the problems that confront the residents of one such urban area. Preliminary investigations have successfully identified buildings that may be utilized as classrooms. Moreover, a professional adult educator has been appointed as Director of the Continuing Education Program with responsibilities of pinpointing the residents' educational needs and marshalling suitable educational resources from all participating institutions and agencies to meet them. It is the purpose of the present survey to identify educational needs which continuing education programs can satisfactorily administer.

Data which will be utilized in developing and implementing the desired educational programs will be obtained via face-to-face interviews with each of 200 heads-of-households and any other members of each household who are 16 years old or older by use of the accompanying questionnaire. Forty students from Savannah State and Armstrong State Colleges have been secured for the administration of the instrument. The purpose of the handbook that follows is to assist in the common training of all interviewers and will be referred to in scheduled training sessions. Moreover, it is provided as a supplement to the interviewer's materials as a source of information while completing the interviewing task in the research area.

Section I

General information is useful in achieving cross-sectional attitudes of communities under study. Section I has been developed as a means for deriving specific information about the composition of the respondents' households (as independent variables) as well as a means for measuring more general attitudinal predispositions (as dependent variables).

It is important that the interviewer make every possible attempt to administer Section I to that person who is recognized as the head-of-household. It is important to this study to measure certain attitudes of that individual who is recognized as the "predominant" decision maker of the family. As the leadership of the household often commands influence over the attitudes of other members of the household, it is believed that the heads' of households statements may reflect the attitudes of the overall household. When it is not possible to interview the head-of-household, it will be permissible to interview other adult members (16 or over) of the household. However, when the head-of-household is not available, the interviewer should request an appointment for a convenient time to solicit his responses.

Identification Codes:

It is the responsibility of each interviewer to insure the correctness of each of his interview forms. Therefore, each interviewer is requested to write or print all information where statements are offered for responses. It is necessary for each interviewer to enscribe his name in the space provided or the first page of the interview form. As each interviewer will be assigned five (5) households to interview, he should maintain a record of the number of each interview by affixing the interview number in the appropritate space. The date of which the interview took place and the length of the interview (in minutes) is also required.

If it is not possible to be granted an interview on the first call, an appointment should be requested for a time convenient to the interviewees. In the space provided, place the number of the call and the house that the call was made. It is also necessary to give the reason for refusal of the interview if the interview was not granted. When the reason is "not at home" the interviewer should attempt to contact the residents at an hour different from that of the first call. Not more than four (4) calls are necessary. Appendix A is provided with suggestions regarding household approach and rapport development.

Question 1.

Each household will be assigned a number which will uniquely identify that household unit from any other units in the research area. Each interviewer will be given five (5) unique numbers for his use in identifying the units assigned to him. Only one number is to be assigned to a household and each number may be used only once.

Question 2.

An important piece of information to this study is the question concerning race. However, it is not necessary to ask the respondent for his race except when there is some doubt. This question is often offensive to some people; therefore, mere visual inspection will suffice in most cases.

Question 3.

It is important to interview the male head of household when he is available. If the male head is not available or if there is no male head, the interviewer should attempt to interview all other adult members (16 or over) of the household (use only Section II of the questionnaire). If the head-of-household is not available, the interviewer should determine a convenient time when the head of household will be available and should make an appointment to interview him at that time.

The name of the household member who is considered the head of household is required of all interviews. The interviewer should not presuppose that the head of household is either male or female. He should merely request the name and position (wife, husband, widow, aunt, uncle, grandparent, etc.) of the recognized head.

Question 4.

The number of members in the household is determined by the total of all those residing in the dwelling. The members might include wife, sons, daughters, aunts, uncles, cousins, grandparents, or boarders.

Question 5.

The number of members residing in the household unit who are 16 years old and older is a necessary item of information required for Section II of the interview. This item should be used as a check for the later segment.

Question 6.

The telephone number of those household units that have telephones is desired information. For those who have no telephones, there is no additional information requested.

Question 7.

It is very probable that a follow-up will take place in the next two or three years. It is, therefore, necessary to know how we might contact this household unit in the future. The name and address of a close relative is desired over a friend as relatives are more likely to know the whereabouts of the household. Should the respondent refuse to give the name of a relative or friend, proceed to Question 10.

Neighborhood and Community

The purpose of this section is to learn what needs are felt by the members of the community that, when satisfied, will make the community a better place to live. As there are needs which are more important than others, it is our purpose to identify the most important of all felt needs. Moreover, the desire or willingness to move from the neighborhood is also to be measured by the responses to the questions at the end of this section.

Question 8.

The emphasis of this question is on the immediate neighborhood in which the research is taking place. It may be necessary to probe in this question to achieve the needs that the interviewer may know of and yet cannot recall these needs at present. If answers are not forthcoming, the interviewer may prod the interviewees thinking by statements such as: "Are there needs such as sanitation, health, education, housing or others that would make this neighborhood a better place to live."

Question 9.

Review the statement of needs in Question 8. Request the respondent to select one need that he feels is the most important to making his immediate neighborhood a better place to live. Some respondents may feel that all of the stated needs are equally important. Where this situation occurs, ask the respondent to rank the needs according to their priorities for solution. Where the needs are rank-ordered, select the need with highest priority and place that need in the space provided.

Question 10 thru 12.

The interests of these three questions is to determine the readiness and willingness of the respondent to move his family from the Model Neighborhood Area. When phrasing these questions, be careful not to project your personal feelings. Although you may not be willing to reside in such a neighborhood, the respondent may be perfectly happy with his dwelling and with the surrounding neighborhood. To avoid such problems, read the statements in a normal reading voice and then read the possible answers. NEVER read "no response or don't know." This answer is to be used only when the respondent cannot or will not answer a question.

Question 13.

If the answer to Question 11 is Yes, Question 13 should be asked. Attempt to get as complete an answer as possible. Abbreviation of the answer is the interviewer's responsibility. Be sure to use terminology that will be understandable to the test editor, but reflects accurately the interviewee's response. If the respondent cannot develop an answer, do not make up one for him. A restatement of the question may be helpful. For example, "If you would like to move from your present home, why have you not moved before now?" After such probing, if the respondent still cannot answer, enter "no response" in the space provided and proceed to the area entitled "Family Income."

Family Income

The section on family income is a general information section. It is not necessary to have specific information with regard to income as the information received will be used only to measure general economic conditions and satisfactions. It should be emphasized to all respondents that this information is confidential and that it will not be used by or be available to any agency or institution other than those participating in the research effort.

Question 14.

The approximate total family income is of interest in this question. We would like to gain information only on total amounts and not on individual contributions. For example, if there are three contributors to the total family income, one member may contribute $1,500, another $1,000, and another $1,000, resulting in a total of $3,500 family income for the previous year. Some respondents may refuse to answer this question outright. Therefore, it may be useful to state, "Of the following income ranges, which range of income comes closest to describing your total family income." If, after such probing, the respondent refuses to answer, mark "no response" and continue to the next question.

Question 15.

This space is reserved for office use only. It is not the interviewer's responsibility to complete this space.

Question 16.

Be careful not to project your amazement of income levels in Question 14. Some units may have extremely low incomes and others surprisingly high incomes. Read the statement in a normal tone and then read the selection of alternatives. Do not discuss the satisfaction level with any respondent. Merely say "thank you" and continue on the "Political Participation."

Political Participation

The section entitled "Political Participation" is used as a measure of the involvement of the respondent (head of household) with the electoral processes of his community. This is a general measure of his participation in the selection, campaigning, and support of the local as well as the state government election process. The interviewer must be careful not to engage in a political discussion with the respondent as any such discussion might bias his answers.

Question 17.

Many respondents may be registered to vote; however, because of inactivity in past elections, they may not know whether or not they are registered. Do not be surprised if a respondent does not know whether he is registered. If the respondent answers "Yes" or "Don't Know," proceed to Question 19. If he answers "No" proceed to Question 18 and then to Question 19.

Question 18.

There may be many reasons why an individual does not register to vote. If one of the predetermined answers does not fit the response, specify the response in the space provided on blank 9. If the interviewer is uncertain as to the placement of the response, he should specify the response in blank 9 and rely on the test editor to provide proper placement. Should a respondent not wish to answer this question, continue on to Question 19.

Question 19.

It will be helpful to state that in the last election for governor, Governor Jimmy Carter was elected. This may serve to refresh the respondent's memory. It must be emphasized that the interests in this question is not who one voted for but whether or not he voted. Therefore, discussions concerning Governor Carter or his opponents and/or their programs should be avoided.

Question 20.

Question 20 is identical to Question 19 except that the emphasis is on local elections as opposed to state. Be careful not to discuss local political problems with the respondent. Such discussions are time-consuming and may affect later responses to the questionnaire.

Question 21.

"Campaigning for a political candidate" may refer to any candidate who sought public office (president, senator, governor, mayor, councilman, etc.) whether or not he was elected. Recency of campaigning is important to this scale; therefore, campaigning which took place more than three years in the past is irrelevant.

Question 23.

This question is reserved for office use and is not the responsibility of the interviewer.

Social Participation

The primary purpose of this section is to acquire a measure of participation in organizations that are composed of people much like those being interviewed. Frequently, the backbone of community development is either enhanced or deterred by social organizations. A general measure of social participation may lead to a better understanding of underdeveloped neighborhoods and communities.

There are four (4) questions to be asked concerning membership of each of the several general classifications. Question 1, "Do you belong to a ________________ organization?" must be asked for each area. If the reply is "No," proceed to the next category. If the reply is "Yes," ask all four (4) questions of the respondent. Be careful to print all answers and, if abbreviations are necessary, be careful to insure understandability of symbols. Question 24 is reserved for office use and is not the responsibility of the interviewer.

Level of Living

This section attempts to identify the standard of living of the respondent. All questions in this section are questions simply answered and, therefore, require no discussion. The interviewer should be extremely careful not to display his amazement at the absence of any of the items in question as such action may cause hostility on the part of the respondent.

Questions 25 thru 37.

Read the question preceding all 13 items. Circle each answer of the respondent.

Question 38.

The number of rooms available to the family will vary from house to house. The concern here is only for those rooms which may be physically occupied by the family in the daily course of residing within the dwelling. Bathrooms, closets, and garages used only for automobile storage should not be included. However, if a garage affords living space to the family, it should be included.

Question 39.

This space is reserved for office use and is not the responsibility of the interviewer.

Question 40.

This may be an offensive question to some respondents. Expressions of surprise may antagonize some respondents and therefore must be avoided. It is possible that some heads-of-households may not know how well satisfied his family is with their present dwelling. When "don't know" is offered as the response, do not attempt to get a definite answer with regard to satisfaction.

Question 41.

This space is reserved for office use and is not the responsibility of the interviewer.

Attitude

It is frequently discovered that inhabitants of neighborhoods similar to the population of this study feel powerless to affect the social system within which they live. This section of the questionnaire attempts to measure the feeling of powerlessness, normlessness, and social isolation of the respondent. Questions that comprise this section are of the simple response type, and discussion of the meaning of any question must be avoided. Such discussion may bias the resulting answer thus negating the usefulness of the responses.

Questions 42 thru 59.

The interviewer should read the statements preceding the 18 questions of this section. He should also emphasize to the respondent that the latter's personal feelings with regard to the answers are important. He should be requested to select his answer from the five (5) possible answers provided at the bottom of page 6. It is the responsibility of the interviewer to check the respondent's answer. Be careful to ask all questions and quietly await a response. If the respondent does not know how he feels or if he refuses to answer the question, mark "U" for uncertain.

Questions 60 thru 63.

This space is reserved for office use and is not the responsibility of the interviewer.

Attitude Toward Education

A measure of general attitude toward education and educational opportunities is the purpose of this section. Some respondents may attempt to discuss their views toward education. The interviewer should avoid any such discussions as they might bias subsequent answers on the remainder of the questionnaire.

Questions 64 thru 67.

As these questions require simple answers, the interviewer should read the question and the desired responses. AVOID DISCUSSION. Mark the appropriate answer and proceed until all questions have been completed.

Questions 68 and 69.

This space is reserved for office use and is not the responsibility of the interviewer.

Question 70.

This is a general information question to test the awareness of the community with regard to the Neighborhood Continuing Education Program. (Section I ends with this question.)

Section II

The focus of Section II is not only the head-of-household but also any member of the household who is 16 years old or older. It is imperative that the interviewer attempts to administer this section of the survey to all household members who are in this category. As this section is the most important of the survey, it may be necessary to make an appointment to return to the household when a greater number of those in the 16 or above category are available for interview. Full effort should be made to interview all members of the household as relevant to this study.

It will be necessary for the interviewer to isolate the individual being interviewed from the remainder of the family. Presence at the time of interviewing may unduly bias the answers of other respondents, thus reducing the usefulness of answers of subsequent respondents. The interviewer may accomplish this task by requesting: "It is extremely important to the success of the Continuing Education Program that the answers which you offer for this section are based on your own opinions. In an attempt to prevent your opinions from affecting the answers that will be given by the rest of your family, may I request that all other members of your household leave the room until it is their turn to be interviewed." Some households may refuse to comply with this request. If this should occur, note on the first page of Section II those individuals that were present during the sequence of interviews. This may be accomplished by placing a check mark by the names listed in the table.

Family Characteristics

The first part of Section II is extremely important if the remaining interview is to be efficiently organized.

Name of Each
Member of
Household.

The interviewer should secure the name of each member of the household. It is important to list the household members according to age in order that the interview may proceed smoothly and efficiently.

Age.

The age of each member should be secured. If a respondent does not wish to offer his or her age, a later estimation on the part of the interviewer will be sufficient.

Relation to
Head.

It may not be uncommon to interview a household with several different relationships to the head of household being present. Regardless of the nature of the relationship, each individual residing with the dwelling should be listed.

Sex.

Insert F for female and M for male.

Marital Status.

When the answer to this question is not obvious, and it may not be in most cases, List 1 at the bottom of the table is provided as a categorization of the possible responses. The interviewer should insert the proper numeral in the available space.

Education Characteristics

The purpose of this section is to determine the amount of formal education that each member of the household, who is 16 years old and older, may possess. It is of extreme importance that each interviewer attempts to interview each member of the household who is 16 years old or older. If it is not possible to interview at least one-half of those in this category, the interviewer should request an appointment for a time which is convenient to the greatest number of the members in this category who are not present.

The interviewer should always begin the questioning by reading the statement at the top of each page. It may be necessary to formulate subsequent questions as the discussion continues. However, the interviewer should avoid discussing any of the responses at length. In most cases, a simple short answer will suffice.

In School
(Yes-No)
List Grade.

The concern of this column is the present status of each member of the household with regard to school enrollment. Listing the specific grade may be relevant only to those in their teens or early twenties. If an individual is not enrolled in a public school but is enrolled in some other type of educational training, the interviewer should abbreviate the type of training in which the individual is enrolled.

If, Not,
Highest Grade
Completed.

In this column, the interviewer is to determine the highest level of formal education that the respondent has obtained. For those currently enrolled in public schools, the figure in

Column 2 should be the same as in Column 1. Some respondents may react with displeasure toward this inquiry. Should this situation arise, reassure the respondent that all information obtained through this survey is confidential, and that if the Continuing Education Program for his community is to be successful, information of this nature is necessary for educators to properly plan programs of instruction. Be careful not to offend the respondent. If he does not wish to answer, proceed to the next question.

Have You Had
Vocational or
Job Training

Column 3 is concerned with vocational training. Vocational training may have been acquired while the respondent was enrolled in public schools. Regardless of the source of vocational or job training, the interviewer should notate "Yes" when this type of training has been accomplished.

If Yes, What
Type of Job
Training?

The space in Column 4 has been provided for the description of the type of vocational training that has been accomplished by the respondent. A brief description will be satisfactory. The list of seven categories of vocational training at the bottom of the table has been provided for use where they are appropriate. If the type of training fits into one of the categories, the interviewer should list the category and the specific area of training. If not, write or print as clearly as possible a brief description.

Still Working
in Trained
Skill.

The interviewer should determine whether the respondent is currently working in the skill for which he has had vocational training.

If No,
Why?

If the respondent is not currently working in the area of his special training, the interviewer should determine why not. Although the reasons may be extensive, an abbreviated answer will be sufficient.

Office
Code.

This space is reserved for office use and is not the responsibility of the interviewer.

Employment Characteristics

The employment status of the respondent is the concern of this section. It is important to determine the type of employment currently held by the respondent. If he is not currently employed, we would like to determine his availability for employment. If the respondent is employed, we would like to determine his level of satisfaction with his current employment. Moreover, if he is dissatisfied with his employment, the interviewer should determine the reasons for his not seeking alternative employment.

Number of Jobs
Held Last Year.

This column is provided in the interest of determining the turnover of jobs that the respondent may have experienced in the past year. This question may offend some respondents. If the respondent does not wish to reveal the number of jobs he held last year, proceed to the next question.

If employed, what do you do?

A brief description of the type of employment held by the respondent will be sufficient.

Office Job Code.

This space is reserved for office use and is not the responsibility of the interviewer.

Satisfactions With Job.

The interviewer should ask, "How well satisfied are you with your present job?" or "How happy are you with your present job?" List 4 at the bottom of the table is provided for the convenience of categorizing the level of satisfaction.

Would you like to change?

Whether the respondent is satisfied or dissatisfied with his current employment, the interview should determine his desire to change his job.

What Keeps You from Changing?

If the answer is "yes" to the previous question, the interviewer should determine what prevents the respondent from seeking new employment. An abbreviated answer will be sufficient.

Desire for Training

The remainder of the questionnaire is what this study is really all about...

It is necessary to determine the desire for training of the residents of the research area if effective educational programs are to be developed. This section will provide a general measure of the community's desire for educational training programs.

Desire for Training.

The question provided at the top of the table provides an entrance into the training segment of the survey. If the respondent answers "No" to the desire for training, after polite persistence, the interviewers should terminate the interview with that respondent thanking him for his participation. The interviewer should then return to the beginning of Section II and start the questioning with the next available name on the household membership list.

If Yes, What Type?

If the answer to desire for training is "Yes", the interviewer should determine what type of training the respondent desires. List 2 may be of assistance to the interviewer if the respondent has a stated desire for training and yet does not know exactly what type of training he desires. The list is not provided as a limit to the types of training. A brief description of the type of training will be sufficient if the type of training is not found in the column.

Office Training
Code.

This space is reserved for office use only and is not the responsibility of the interviewer.

Obstacles to
Training.

There are frequently obstacles or reasons why individuals have not or cannot partake in training. The purpose of this column is to identify any obstacles that might exist. The identification and solution of these obstacles are important to the development of meaningful training programs. If more space is needed, asterisk (*) the column space and use the reverse side of the page.

Type of Training Desired

Although this section is primarily concerned with job training, an additional question is focused toward adult basic training. The question regarding adult basic training should only be asked of those who are over 16 years old and who have had less than 6 years of formal education. Move to the next question if respondent has had more than 6 years...

Adult Basic.

If the respondent has less than 6 years of formal education, the interviewer should determine the respondent's desire to improve his reading, writing, and arithmetic.

Job Training.

Space is provided for two choices of job training if the respondent is interested in this type of training. A list is provided at the bottom of the table which the interviewer should read to the respondent. The interviewer should request the respondent to rank his choices as to which he would prefer first and which he would prefer as second.

Family and Life Adjustment Training

An additional area of importance of the Continuing Education Program is that of developing solutions to problems that are common to most households. This section attempts to identify the demand for training programs that may resolve such problems.

Desire for Training.

After reading the list at the bottom of the table, if the respondent does not desire any of these types of training, proceed to Self-Enjoyment Programs. If the respondent answers "Yes" to the desire for training, the interviewer should have the respondent rank his desires according to priorities. It is not necessary for the respondent to select more than one area of training; however, if he selects more than one area, the areas he selects must be ranked according to his preferences.

Self-Enjoyment Programs

Many people despair at the lack of their knowledge or interest in areas commonly classified as cultural areas. The Continuing Education Program is focusing on this problem and is attempting to provide opportunities that will extend the horizons of the participants in the Model Neighborhood Area. The concern of this section is the identification of desires for self-enjoyment programs.

Desires Some
Type of Training.

The interviewer should read the list of self-enjoyment programs profided at the bottom of the table. If the respondent does not desire this type of training, the interviewer should ask for alternatives and then continue to Community Development Training. If he does desire some type of self-enjoyment training, the interviewer should request the respondent to rank his desires according to his priorities. He need not necessarily select more than one area, or he may offer a suggestion which is not listed. If the training is not listed, write the desired training in the proper space.

Community Development and Other Interests

It is not a rare occasion to discover a desire among residents of a neighborhood for training with regard to improving their communities. Moreover, there may be other types of training which have not been considered in this study. Therefore, space has been provided for statements with regard to other training interests.

Interest in
Community Development Program.

Community development programs are designed to uncover solutions to problems that plague our communities, such as police protection, government, pest control, etc. A simple response is sufficient for this question.

Other Types
Of Training?

There may be other types of training that have not been considered.

The interviewer should allow the respondent the opportunity to suggest additional types of training. Use the space available to briefly describe any additional types of training.

Best Time
To Take
Training.

The interviewer should determine the best time for training for each person interviewed. List 2 is provided for the convenience of categorizing time availabilities.

Hours Per
Week.

In addition to the best time for training, the interviewer should determine the amount of actual time that the respondent is willing to investigate in his training desires. List 3 is provided as a categorization of hours per week that the respondent may be willing to invest.

Termination of the Interview.

On completing the interview, the interviewer should request that he be allowed to express the appreciation of the Continuing Education Program to each member of the household for participation in the survey. Should the respondents request information concerning a time-table for implementing these programs, the interviewer should explain that selected programs will commence shortly after the data from all interviews is tabulated, noting that all desires cannot be met immediately. The Continuing Education Program will utilize all the data to develop a comprehensive selection of programs, and each household in the Model Cities area will receive notification of the program offerings at the earliest possible date.

APPENDIX III

DIARY, LETTERS AND PUBLICITY

Diary of Events

Educational and Other Needs of Disadvantaged Adults in a Model Cities Neighborhood of Savannah, Georgia

November 26, 1970

Event: Preliminary meeting at Professor Shull's residence.

Purpose: To determine the sources of necessary budget expenditures and to set forth a time table of events to be commencing effective January 1, 1971. A discussion of the criteria of interest (i.e., income, political participation, social participation, level of living, alienation, attitude toward education, and felt training needs) was undertaken and potential measuring techniques were identified.

November 30, 1970

Event: Preparatory meeting in the office of the Co-director, Dr. Harold Nix.

Purpose: To examine a preliminary proposal that had been prepared by Dr. Nix in September, 1970. It was decided to revise the proposal and to begin writing and revision of the measuring instrument.

December 4, 1970

Event: First work session devoted to the construction of the questionnaire to be used for the proposed study.

Purpose: To examine the possible use of existing scales for purposes of measuring political participation, social participation, levels of living, and alienation.

December 8-16, 1970

Event: Project consultation on questionnaire construction.

Purpose: To make preliminary selections of possible scales identified from secondary research as potentially useful for measuring the criteria of interest.

December 17, 1970-January 3, 1971
Event: Christmas Break.

January 4, 1971
Event: Project meeting in the office of the co-director

Purpose: To prepare the schedule for pretesting the preliminary instrument. Pretest scheduled to begin January 8, 1971.

January 7, 1971
Event: Pretest cancelled.

Purpose: Confirmation of funding had not yet been received.

January 13, 1971
Event: Liason trip to Savannah, Georgia.

Participants: Dr. Fremont A. Shull, Jr., Director;
Dr. Harold Nix, Co-director;
Dr. Leonard Hampton, Director of Georgia Center for Continuing Education

Purpose: To determine the potential sources of financial support from the community as well as the potential for support of the project by the community leaders and residents .

January 15, 1971
Event: Debriefing of information acquired from liason trip to Savannah, Georgia.

Purpose: To assimilate all information acquired from the trip as well as the identification of potential difficulties.

January 20, 1971
Event: Reevaluation of the questionnaire.

Purpose: To determine the appropriateness of selected items and to discuss physical structures of the instrument that could facilitate administration.

January 29, 1971
Event: Project meeting.

Purpose: To discuss the efficiency of a training manual for use in projected training sessions of students from Savannah State College and Armstrong State College who had agreed to participate as interviewers.

February 18, 1971
Event: Project meeting.

Purpose: To reconsider proposed budget expenditures for the purpose of reducing the survey from a census to a 20% sample.

March 1, 1971
Event: Project meeting with Dr. Leonard Hampton.

Purpose: To identify alternative sources of funds for project support.

March 17, 1971
Event: Project meeting.

Purpose: To develop an outline for a proposed training manual. Moreover, Mr. Clifford Hardwick, Director, Neighborhood Continuing Education Program of Savannah, was contacted by telephone to determine community leader reaction to the proposed survey.

April 5, 1971
Event: Project meeting.

Purpose: To evaluate the project questionnaire and to prepare for felt revisions in content and length.

April 13, 1971
Event: Project meeting.

Purpose: To revise the preliminary proposal and to modify any discrepancies that were thought to exist.

May 5, 1971
Event: Initial contact with H.E.W. by Dr. Leonard Hampton.

Purpose: To determine the availability and requirements for small grants from the Department of Education.

May 11, 1971
Event: Final preparation and mailing of proposal to H.E.W.

Purpose: To request funding of a small grant from the Department of Education.

May 31, 1971
Event: Submitted the forms "Grantee Cost Sharing Proposal" to the Department of Health, Education, and Welfare, Region IV, Atlanta, Georgia.

June 8-14, 1971
Event: Final preparation of Interviewer's Manual (See Appendix.)

June 15, 1971
Event: Initial copy of questionnaire submitted for review. Initial copy of interviewer's manual submitted for review by the Project Director and Co-director.

June 18, 1971
Event: Received Notification of Grant Award from Mr. R. T. Alexander, Grants Officer.
Grant Number: OEG-4-71-0073
Transaction Number: 710E5731
Project Number: 1-D-046
Amount: $10,000
Period of Grant: 6/15/71 through 12/14/71
Also received were:
a) Special Provisions
b) Special Conditions
c) Grant Terms
d) Conditions

June 20, 1971
Event: Residential name and address list was acquired. From this list a random sample of 200 primary households and 120 alternate households was selected.

June 30, 1971
Event: Support professors at Savannah State College and Armstrong State College were identified:
Dr. Elmer Dean, Chairman, Division of Social Sciences, Savannah State College
Dr. Keith Douglas, Chairman, Department of Psychology, Armstrong State College

July 8, 1971

Event: "Report of Related Information" and project questionnaire submitted to the Office of Education, Washington, D.C., for review and approval.

July 9, 1971

Event: Preliminary meeting of the Project Director and Co-director with Mr. Clifford Hardwick, Director, Neighborhood Continuing Education Program of Savannah, and the two support professors from Savannah State College and Armstrong State College.

July 23, 1971

Event: Field work originally scheduled for August 1-15 postponed until November 1-21. Postponement was the result of a delay in clearance of the project questionnaire.

July 27, 1971

Event: Meeting of the Project Director, Co-director, and Research Assistants for the purpose of rescheduling all related activities.

August 5, 1971

Event: Telephone communication between the Project Director and Mrs. Annette Calhoun, Office of Education, Washington, D.C. The purpose of this communication was to reconcile problems in receiving official approval of the project questionnaire.

August 30, 1971

Event: Requested revisions of the project questionnaire were submitted to the Office of Education.

September 7, 1971

Event: Telephone communication with Mrs. Annette Calhoun, Office of Education, Washington, D.C. The purpose of this communication was to discuss approval of the requested revisions.

September 16-17, 1971

Event: Dr. Fremont A. Shull, Jr., Project Director, and Mr. Wilford Delaper, Research Assistant, held a rescheduling meeting in Savannah, Georgia, with Dr. Elmer Dean, Savannah State College and Dr. Keith Douglas, Armstrong State College. While in Savannah, Mr. Delaper, accompanied by Mr. Clifford Hardwick, visited with several ministers and neighborhood leaders in the Model Cities neighborhood. The purpose of these visits were to inform the leaders of the scheduled survey of the neighborhood between November 1-21. Moreover, the solicitation of the neighborhood leaders' support for the survey was of primary importance.

September 19, 1971
Event: Final draft of the project questionnaire submitted to the Office of Education for final clearance.

October 1, 1971
Event: Telephone clearance of the project questionnaire was received from the Office of Education, Washington, D.C.

October 11, 1971
Event: Meeting of the Project Director, Co-director, and Research Assistants for the purpose of confirming scheduled events.

October 15, 1971
Event: Questionnaire submitted for printing.

October 18, 1971
Event: Interviewer's Manual submitted for printing.

October 22, 1971
Event: Project questionnaire submitted for printing.

October 24, 1971
Event: Submitted First Class mailing of letters of intent to conduct a survey in a Model Cities neighborhood of Savannah, Georgia, to the initial sample of 312 households.

October 26, 1971
Event: Project meeting.

Purpose: To finalize plans and preparations for training session to be held at Savannah State College for October 30, 1971.

October 29-30, 1971
Event: Travel to Savannah, Georgia.

Purpose: To train student interviewers on the rudiments of survey techniques and to acquaint them with the purpose of the study, the questionnaire, the neighborhood of interest, and potential interview problems.

October 30, 1971
Event: Training session, Savannah State College.

Attendance: Savannah State College: 12 interviewers
Armstrong State College: 16 interviewers

November 1, 1971
Event: Mr. Otis Johnson was identified as a replacement co-ordinator for Dr. Elmer Dean of Savannah State College.

November 2, 1971
Event: Project meeting.

Purpose: To make preparations for a second training session for November 6, 1971.

November 5-6, 1971
Event: Travel to Savannah, Georgia.

Purpose: To recruit and train 16 additional interviewers thus bringing the total to 44 interviewers.

November 6, 1971
Event: Second training session at Savannah State College.

Attendance: Savannah State College: 14
Armstrong State College: 2

November 1-21, 1971
Event: Project field work.

Purpose: To achieve responses to the project questionnaire from 200 heads-of-households and any other members of the household who were 16 years old and above and not currently enrolled in school.

November 9, 1971
Event: Telephone communication with Dr. Keith Douglas, Armonstrong State College, and Mr. Otis Johnson, Savannah State College.

Purpose: To determine the nature of any difficulties that interviewers were having with the field work. A large number of turndowns were identified and, therefore, a sample of 150 additional residential addresses was selected for alternative usage.

November 17, 1971

Event: Telephone communication with Armstrong State College and Savannah State College.

Purpose: To determine reasons behind the slow return of completed questionnaires and to inform the coordinators of the incomplete nature of several of the questionnaires returned. Apparently a lack of student interviewer interest developed and perhaps was associated with the closing academic session.

November 29, 1971

Event: Telephone communication with Armstrong State College and Savannah State College.

Purpose: To determine the whereabouts of questionnaires not yet received.

December 3, 1971

Event: Telephone communications with Armstrong State College and Savannah State College.

Purpose: To determine the whereabouts of questionnaires not yet received.

December 7, 1971

Event: Received the last of completed questionnaires from Savannah State College and Armstrong State College. Only 94 completed questionnaires out of the proposed 200 were returned.

December 10, 1971

Event: Completion of invoicing and coding returned questionnaires.

December 13, 1971

Event: Project meeting.

Purpose: To make preparation for a return to Savannah, Georgia by Mr. Wilford E. Delaper for the purpose of recruiting continued assistance from the most proficient of interviews from the cooperating institution.

December 16-18, 1971

Event: Mr. Wilford E. Delaper returned to Savannah for additional field work.

Purpose: To request interviewers' assistance in an attempt to solicit 106 additional responses to the project questionnaire. A deadline date of January 15 was determined.

January 6, 1972
Event: Telephone communications with Savannah State College and Armstrong State College.

Purpose: To determine the rate of success in soliciting additional responses.

January 15, 1972
Event: Completion of second field work period.

January 20, 1972
Event: Received 9 additional questionnaires from Armstrong State College. A subsequent telephone converation indicated a possible 30 to 40 more questionnaires were completed but not yet submitted.

January 26, 1972
Event: Received 14 additional questionnaires from Armstrong State College.

February 2, 1972
Event: Telephone conversations with Savannah State College and Armstrong State College.

Purpose: To determine the whereabouts of unreturned questionnaires.

February 11, 1972
Event: Received 3 additional questionnaires from Armstrong State College.

February 15, 1972
Event: Telephone conversation with Savannah State College and Armstrong State College.

Purpose: To request the coordinators to seek out any additional questionnaires completed but not yet submitted. Subsequent search located no additions, and, therefore, a total sample of 120 completed questionnaires had been obtained.

February 19, 1972
Event: Completion of invoicing and coding all questionnaires received.

March 14, 1972

Event: Dr. Shull and Dr. Nix reviewed the partially completed report to investigate the necessity for additions and deletions.

March 15, 1972

Event: Dr. Shull contacted Dr. Ken A. Brunner, Director, Educational Research, Department of Health, Education, and Welfare, Region IV, to request an extension of the completion date to April 15, 1972. The extension was granted.

March 16-22, 1972

Event: Completion of data analysis relevant to the writing of the project report.

March 26, 1972

Event: Project meeting.

Purpose: To discuss the analysis with Dr. Leonard Hampton in an attempt to determine how the data could be best prepared and presented for the use of the Neighborhood Continuing Education Program of Savannah. A general review of work in progress was given and additional analysis was suggested.

March 29, 1972

Event: Project meeting.

Purpose: To assimilate all analysis and written material into a preparatory phase for writing of the final report.

April 6, 1972

Event: Submit project report to Dr. Ken A. Brunner for preliminary review and critical comments with regard to content and form.

April 15, 1972

Event: Completion of project.

Purpose: To submit draft of final report to the Department of Health, Education, and Welfare, Region IV, Atlanta, Georgia.

May 1, 1972

Event: Forward 15 copies of the final report to the Department of Health, Education, and Welfare, Region IV, Atlanta, Georgia.

February 22, 1972
Event: Relinquished code forms to Mrs. Judy Troncalli for key punching.

February 25, 1972
Event: Computer data on punched cards were returned for multiple duplication.

February 26, 1972
Event: Project meeting.

Purpose: To finalize the preparation plans for analyzing and writing the final report.

February 26, 1972
Event: Set up computer programs for data analysis. Subsequent computer time was limited due to several difficulties associated with computer center operations.

February 27, 1972
Event: Initial programs were returned from computer center thus providing general direction for restructing programs and for selecting additional variables of interest.

February 28-29, 1972
Event: Resubmitted revised programs to include additional data fields. Output received was partially usable; however, programs that failed to operate required restructuring.

March 1-4, 1972
Event: Preliminary writing of introduction and overview of the study.

March 5, 1972
Event: Project meeting.

Purpose: To evaluate the status of on-going activities and to reexamine the structuring of the final report.

March 7-12, 1972
Event: Problems with computer center evening operations resulted in a delay in receiving data output necessary to write the analysis of the project report. Data output was obtained during this period even though it was necessary for the computer center to backlog its running.

CITY OF SAVANNAH, GEORGIA
MODEL CITIES PROGRAM
905 EAST DUFFY STREET
SAVANNAH, GEORGIA 31401

20 October 1971

Mr. W. E. Delaper, Student Assistant
Institute of Community & Area Development
The University of Georgia
Athens, Georgia 30601

Dear Mr. Delaper:

I am writing in response to your letter of 15 October 1971 in which you requested support from this office.

The problem area of Education was identified very early in the planning process as being the highest priority item in our efforts to improve the quality of life in the Model Neighborhood. Extensive efforts have been made through as many sources as possible to make gainful in roads in reducing the effects and causes of this basic problem.

The local institutions of higher education in this area have been very active in the Model Cities process and in attacking this problem. The Model Cities staff was active in the planning for the Neighborhood Continuing Education Program of Savannah. This office readily supports efforts from all interested agencies concentrating on this problem.

The Neighborhood Continuing Education Program of Savannah is located within the very heart of the Savannah Model Neighborhood. Mr. C. Hardwick, III has even been the Coordinator of a Model Cities Educational Project. He coordinated the Teacher Training Project and did an outstanding job.

I heartily recommend this continuing education program to all who will listen as it compliments our efforts manifold. Statistically, 54 per cent of the adults of the MNA have less than an eighth grade education and any help that we can receive is welcomed.

ALL AMERICA CITY 1968

I will be happy to address your student interviewers on Saturday, 30 October 1971 on "Relationships of the Neighborhood Continuing Education Program to Model Cities Objectives".

The Neighborhood leadership is as shown below:

Savannah Neighborhood Council, Inc.
905 East Duffy Street
Savannah, Georgia 31401
President - Mr. Edward Bell
Vice President - Mr. Joseph Rivers
Chairman of Board of Directors - Mr. Price Edwards
Executive Administrator - Mr. Lonnie Oglesby

If I can be of any further assistance please feel free to call on me.

Sincerely,

EGMartin Jr

E. G. Martin, Jr.
Acting Director

EGMjr:ejh

THE UNIVERSITY OF GEORGIA
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
ATHENS, GEORGIA 30601

October 26, 1971

Dear (Community Leader)

The Neighborhood Continuing Education Program, of which Mr. Hardwick is director, is sponsoring a study of residents and their ideas within the model cities area.

This study is designed to gather information from select heads of households and every member in that household sixteen years or older not enrolled in school. The information we are seeking is concerned with educational needs and services for residents in this area.

As a community leader, we are seeking your help and cooperation by requesting that you inform members of your group, club, or organization about the nature of this study.

The survey will get underway beginning the 1st week in November. Interview teams from Savannah State College and Armstrong State College will be in the neighborhood throughout that week, and possibly the second week also. Most of the people to be interviewed will be notified by letter. Arrangements have been made to have newspaper, radio, and television announcements made.

We would certainly appreciate any help you or your group may wish to give. If you have any questions or comments, please feel free to contact Mr. Hardwick and his office on Drayton Street.

Gratefully,

W. E. Delaper
Student Assistant
Savannah Education Project

WED/mtl

cc: Mr. Clifford Hardwick, III

Neighborhood Continuing Education Program of Savannah

1312 Drayton Street • Savannah, Georgia • 31402

SAVANNAH STATE COLLEGE
ARMSTRONG STATE COLLEGE
GEORGIA SOUTHERN COLLEGE
UNIVERSITY OF GEORGIA

October 30, 1971

Dear Model Cities Resident:

The Neighborhood Continuing Education Program of Savannah, located at 1312 Drayton Street, has been established to provide local residents with educational and training programs. Programs will range from basic reading and arithmetic to full-scale job training. However, in order for the Continuing Education Program to serve you and your neighbors in the best possible manner, we need a few minutes of your help.

Between November 1st and November 21st, students from Savannah State College, Armstrong State College, and the University of Georgia will be in your neighborhood as representatives of the Neighborhood Continuing Education Program. Their purpose will be to ask you or your neighbors for information regarding particular types of training that you feel would be helpful to you. Our purpose in writing is to request your cooperation if your home is chosen as one of those to be visited by one of our students. Please give them a few minutes of your time to answer a few short questions.

The success or failure of our program in developing a more productive and informed community depends upon your help. If you have questions regarding the visit to your home or any other matters concerning our continuing education program, please call our office at 232-1373.

Thank you for your cooperation.

Sincerely,

Clifford E. Hardwick

Clifford E. Hardwick, III
Director

CEH:mp

THE UNIVERSITY OF GEORGIA
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
ATHENS, GEORGIA 30601

NEWS RELEASE

Savannah Evening Press
October 27, 1971

SURVEY TO ASSESS NEEDS OF POOR

Is educational deprivation a cause for many of Savannah being disadvantaged?

What is the effect of education as it now is offered by various agencies?

If so, how can society assist the disadvantaged in Savannah to become "advantaged?"

A sample survey to begin shortly in the Model Cities area is expected to find answers to these questions.

Some 200 adults, heads of households and others living in a 45-block section of Model Cities, will be interviewed in the educational "problems and needs" census.

The survey will be financed through a $10,000 grant from the U.S. Office of Education, and will be conducted by 50 students from Armstrong State College and Savannah State College supervised by Clifford E. Hardwick III, director of the Neighborhood Continuing Education Program of Savannah.

Three Purposes

Hardwick said the survey information will be used by ASC, SSC, Georgia Southern College in Statesboro and the University of Georgia at Athens, the four institutions which sponsor the NCEP here, for three major purposes:

-- To provide a sound basis for implementing education programs which will meet the needs revealed in the survey.

-- To provide a framework for evaluating the effectiveness of such programs and those conducted by other agencies such as the Board of Education.

-- To reveal the need for further research about how to reach the disadvantaged.

NEWS RELEASE -- continued

Savannah Evening Press
October 27, 1971

NCEP was set up last year by the University System of Georgia to provide educational experiences designed for and offered to disadvantaged residents of Model Cities.

Serves As "Seedbed"

The program also serves as a "seedbed" for educational research to provide clues about the basis for deprivation and its results on those who live in the inner-city, Hardwick said.

Findings of the interviews which are to be conducted in the $10,000 survey can later by applied to the urban areas on a much larger scale, he said.

The survey is titled, "A Study to Determine the Educational, Social, Economic and Cultural Needs of Disadvantaged Adults in the Model Cities Area of Savannah."

The interviewing students will be trained by Hardwick and his assistant director in cooperation with instructors from their institutions. A number of young adults from the target area also will be trained and will conduct interviews, Hardwick said.

NEWS RELEASE

Newspapers

MODEL CITIES RESIDENTS AND EDUCATIONAL NEEDS

A survey to assess educational needs of Model Cities' residents will begin November 1 ('71).

Under a grant provided by the U.S. Office of Education, students from Savannah State College and Armstrong State College in cooperation with the University of Georgia, will conduct interviews with residents of the Model Cities' area.

The project is locally sponsored through the Neighborhood Continuing Education Program of Savannah located on Drayton Street. The director, Mr. Clifford Hardwick, has pointed out three major purposes:

(1) to provide a sound basis for implementing educational programs which will meet the needs of local residents as revealed in the survey,

(2) to provide a framework for evaluating the effectiveness of other programs,

(3) to reveal the need for further research about how to reach the disadvantaged.

Mr. Hardwick is requesting cooperation from citizens in helping to make this survey a success.

RADIO - TV COPY (and/or PSA): 45 seconds or under

NEIGHBORHOOD CONTINUING EDUCATION PROGRAM OF SAVANNAH

"EDUCATION IS VITAL TO EACH AND EVERY CITIZEN." THE NEIGHBORHOOD CONTINUING EDUCATION PROGRAM OF SAVANNAH IS SPONSORING A SURVEY PROJECT IN THE MODEL CITIES AREA TO:

(1) SEE WHAT THE NEEDS OF LOCAL RESIDENTS ARE IN STARTING NEW EDUCATIONAL PROGRAMS, AND

(2) TO SEE WHAT LOCAL RESIDENTS FEEL ABOUT THE EFFECTIVENESS OF EDUCATIONAL PROGRAMS CONDUCTED BY OTHER AGENCIES.

THE PROJECT IS UNDER THE DIRECTION OF MR. CLIFFORD HARDWICK. BEGINNING NOVEMBER 1 ('71) STUDENTS FROM SAVANNAH STATE COLLEGE AND ARMSTRONG STATE COLLEGE, IN COOPERATION WITH THE UNIVERSITY OF GEORGIA, WILL BEGIN INTERVIEWING RESIDENTS OF THE MODEL CITIES AREA. THE SUCCESS OF THIS STUDY DEPENDS ON YOUR HELP! SO, WHEN A STUDENT KNOCKS ON YOUR DOOR, PLEASE HELP BETTER YOUR COMMUNITY BY GIVING HIM YOUR COOPERATION.

ERIC Clearinghouse
NOV 30 1972
on Adult Education